

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for filming. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of filming are checked below.

- Coloured covers / Couverture de couleur
- Covers damaged / Couverture endommagée
- Covers restored and/or laminated / Couverture restaurée et/ou pelliculée
- Cover title missing / Le titre de couverture manque
- Coloured maps / Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black) / Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations / Planches et/ou illustrations en couleur
- Bound with other material / Relié avec d'autres documents
- Only edition available / Seule édition disponible
- Tight binding may cause shadows or distortion along interior margin / La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure.
- Blank leaves added during restorations may appear within the text. Whenever possible, these have been omitted from filming / Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments / Commentaires supplémentaires:

L'Institut a microfilmé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de filmage sont indiqués ci-dessous.

- Coloured pages / Pages de couleur
- Pages damaged / Pages endommagées
- Pages restored and/or laminated / Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed / Pages décolorées, tachetées ou piquées
- Pages detached / Pages détachées
- Showthrough / Transparence
- Quality of print varies / Qualité inégale de l'impression
- Includes supplementary material / Comprend du matériel supplémentaire
- Pages wholly or partially obscured by errata slips, tissues, etc., have been refilmed to ensure the best possible image / Les pages totalement ou partiellement obscurcies par un feuillet d'errata, une pelure, etc., ont été filmées à nouveau de façon à obtenir la meilleure image possible.
- Opposing pages with varying colouration or discolourations are filmed twice to ensure the best possible image / Les pages s'opposant ayant des colorations variables ou des décolorations sont filmées deux fois afin d'obtenir la meilleure image possible.

This item is filmed at the reduction ratio checked below / Ce document est filmé au taux de réduction indiqué ci-dessous.

10x			14x			18x			22x			26x			30x		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12x			16x			20x			24x			28x			32x		

YP4.13 C2

DDN 6148884

SESSIONAL PAPERS.

VOLUME 5.

FIRST SESSION OF THE SEVENTH PARLIAMENT

OF THE

PROVINCE OF CANADA.

Session 1862.



VOLUME XX.

PRINTED FOR THE CONTRACTORS, BY HUNTER, ROSE & LEMIEUX, St. URSULE STREET, QUEBEC.

LIST OF SESSIONAL PAPERS.

VOL. XX.—SESS. 1862.

ARRANGED ALPHABETICALLY.

Accounts, Montreal Turnpike Trust, (No. 6.)	Lake Erie, - - - - - (No. 36.)
Accounts, Public, - - - - - (No. 4.)	Licenses, - - - - - (No. 30.)
Accounts, Trinity Houses, - - - (No. 5.)	
Agriculture, - - - - - (No. 32.)	Malbaic Gaol, - - - - - (No. 35.)
Arms, - - - - - (No. 17.)	Metapedia Road, - - - - - (No. 36.)
Assurance Companies, - - - - - (No. 9.)	Military Defence, - - - - - (No. 17.)
	Militia, - - - - - (No. 17.)
Banks, - - - - - (No. 9.)	Montreal Ocean Steamship Co., (No. 1.)
Baptisms, Marriages and Burials, (No. 8.)	Montreal Turnpike Trust, - - - (No. 6.)
Bonds and Securities, - - - - - (No. 12.)	Municipal Returns, - - - - - (No. 20.)
Boudreau, E., - - - - - (No. 38.)	
Bridges, - - - - - (No. 31.)	Ottawa College, - - - - - (No. 14.)
Circuit Court, Drummond - - - - (No. 28.)	Postmaster General, - - - - - (No. 1.)
Clerk, Crown Chancery, - - - - - (No. 24.)	Postmasters, - - - - - (No. 1.)
Colonial Defence, - - - - - (No. 17.)	Prisons, - - - - - (No. 19.)
Crown Lands, - - - - - (No. 11.)	Public Accounts, - - - - - (No. 4.)
	Public Offices, - - - - - (No. 37.)
Education, - - - - - (No. 34.)	Public Works, - - - - - (No. 3.)
Emigrant Agents, - - - - - (No. 21.)	
Estimates, - - - - - (No. 4.)	Railways, - - - - - (No. 16.)
	Reciprocity Treaty, - - - - - (No. 23.)
Fee Fund, - - - - - (No. 13.)	Registrars, - - - - - (No. 7.)
Fisheries, - - - - - (No. 11.)	Richelieu Company, - - - - - (No. 16.)
Fishery Bounties - - - - - (No. 11.)	Rideau Canal, - - - - - (No. 31.)
Foreign Insurance Companies, (No. 27.)	Rigaud Seigniores, - - - - - (No. 33.)
Fortin, Pierre, - - - - - (No. 11.)	River des Prairies, - - - - - (No. 25.)
Gaols, - - - - - (No. 35.)	Seigniorial Commission, - - - - (No. 33.)
Gibbard, W., - - - - - (No. 11.)	Statutes, Consolidated, - - - - (No. 18.)
Governor General's Instructions, (No. 29.)	Statutes, Provincial, - - - - - (No. 10.)
Grand Trunk Railway, - - - - - (No. 16.)	Stratford and Millbank, - - - - (No. 1.)
Hamilton Debentures, - - - - - (No. 22.)	Tassé, Didace, - - - - - (No. 30.)
Heirs Holland, - - - - - (No. 26.)	Tavern Licenses, - - - - - (No. 30.)
Hendry, Charles, - - - - - (No. 1.)	Trade and Navigation Tables, - (No. 2.)
Hospitals, - - - - - (No. 19.)	Trinity Houses, - - - - - (No. 5.)
Jesuits' Estates, - - - - - (No. 15.)	Universities, - - - - - (No. 14.)
Kinkora Post Office, - - - - - (No. 1.)	Volunteers, - - - - - (No. 17.)
	Votes polled last Election, - - - (No. 24.)
Lachine Canal, - - - - - (No. 31.)	

LIST OF SESSIONAL PAPERS.

ARRANGED NUMERICALLY, AND IN VOLUMES.

CONTENTS OF VOLUME NO. 1.

- No. 1** - - **POSTMASTER GENERAL**:—Report of, for 1861.
STRATFORD and MILLBANK:—Return, relative to the establishment of a Daily Mail.
HENDRY, CHARLES:—Return, relative to his resignation as Postmaster of Conestogo, in Waterloo.
KINKORA:—Return, relative to removal of the Post Office.
MONTREAL OCEAN LINE of STEAMSHIPS:—Return, with correspondence on the subject of.
POSTMASTERS:—Return of List of Postmasters dismissed since last General Election.
- No. 2** - - **TRADE and NAVIGATION, CANADA**:—Tables of, for 1861.

CONTENTS OF VOLUME NO. 2.

- No. 3** - - **PUBLIC WORKS**:—Report of the Commissioner, for 1861.
- No. 4** - - **PUBLIC ACCOUNTS of CANADA**, for 1861.
ESTIMATES and SUPPLEMENTARY ESTIMATES, of CANADA, for 1862.

CONTENTS OF VOLUME NO. 3.

- No. 5** - - **TRINITY HOUSES, QUEBEC and MONTREAL**:—Accounts of, for 1861.
- No. 6** - - **MONTREAL TURNPIKE ROADS**:—Accounts of Trustees, for 1861.
- No. 7** - - **REGISTRARS, UPPER CANADA**:—Return of Fees, for 1861.
- No. 8** - - **BAPTISMS, MARRIAGES and BURIALS**:—Return of, for 1861.—
(Not printed.)
- No. 9** - - **BANKS:**
SAVINGS BANKS: } Returns and Statements from.—[See
ASSURANCE COMPANIES: } List in Sessional Papers.]
- No. 10** - - **STATUTES, PROVINCIAL**:—Return, distribution of, 1861.
- No. 11** - - **CROWN LANDS**:—Report of the Commissioner, for 1861.
FISHERY BOUNTIES:—Return relative to.
FORTIN PIERRE:—Magistrate, for the protection of the Gulf Fisheries.—Report of, for 1861.
FISHERIES, LOWER CANADA:—Report of Superintendent, for 1861.
FISHERIES:—Report of W. Gibbard, Esq., Overseer in charge of Lakes Huron and Superior,

- No. 11 - - FISHERIES, UPPER CANADA :—Report of Superintendent, for 1861.
- No. 12 - - BONDS and SECURITIES :—As recorded in Provincial Registrar's Office, to 20th March, 1862.—(Not printed.)
- No. 13 - - FEE FUND :—Return of Fees received for Fee Fund, Upper Canada, and salaries paid to County Judges and Recorders, for 1861.
- No. 14 - - OTTAWA COLLEGE :—Annual Report of, for 1861.
UNIVERSITY and UPPER CANADA COLLEGE, TORONTO :—Bursar's Statement of Cash Transactions, for 1861.
- No. 15 - - JESUITS' ESTATES :—Statement respecting, for 1861.
- No. 16 - - RAILWAY COMPANIES :—Returns and Statements from.—[See List in Sessional Papers.]
GRAND TRUNK RAILWAY :—Return, Statement of affairs of.
REPORT of BOARD of RAILWAY COMMISSIONERS for 1859 and 1860.

CONTENTS OF VOLUME NO. 4.

- No. 17 - - MILITIA :—Report of Commissioners on re-organizing.
COLONIAL DEFENCES :—Report of Messrs. Godley, Hamilton and Elliott, and Report of House of Commons' Committee of 1861.
VOLUNTEERS :—Return of Volunteer Infantry, Cavalry, Engineers, and Artillery, in Canada, recognized by Government.
MILITARY DEFENCE of the PROVINCE :—Return, Correspondence with Imperial Authorities relative to.
ARMS :—Return, Despatches relative to supply of, for the use of Volunteers and Militia.
ARMS :—Orders in Council relative to providing Arms for Defence of the Province.
- No. 18 - - STATUTES, CONSOLIDATED :—Return of distribution.
- No. 19 - - KINGSTON GENERAL HOSPITAL, —Report of, for 1861.
ASYLUMS, PRISONS, &c. :—Annual Report for 1861.
- No. 20 - - MUNICIPAL RETURNS :—For Upper and Lower Canada, for 1861.
- No. 21 - - EMIGRANT AGENTS :—Instructions given to, and Reports received from, Salaries, &c.
- No. 22 - - HAMILTON, CITY OF :—Return relative to the indebtedness of, &c., &c.
- No. 23 - - RECIPROCITY TREATY :—Report of the Minister of Finance on.
- No. 24 - - VOTES POLLED LAST ELECTION :—Return from Clerk of the Crown in Chancery
- No. 25 - - RIVER DES PRAIRIES :—Report of Arbitrators on claims of proprietors of Bridges across said river.

- No. 26 - - HEIRS HOLLAND :—Return, relative to claim of.—(*Not printed.*)
- No. 27 - - FOREIGN INSURANCE COMPANIES :—Return of those who obtained Licenses from Minister of Finance, &c., &c.
- No. 28 - - CIRCUIT COURT, DRUMMOND :—Return to non-holding of Circuit Court in Drummond.
- No. 29 - - ROYAL INSTRUCTIONS TO HIS EXCELLENCY THE GOVERNOR GENERAL.
- No. 30 - - REVENUE INSPECTOR, IBERVILLE :—Return, divers Statements of.—(*Not printed.*)
 TAVERN LICENSES :—Return of those who have failed to transmit their fees to the Receiver General.
 SHOP and TAVERN LICENSES :—Return of the number of, in each Township, Village, &c., &c.
- No. 31 - - BRIDGES, LACHINE CANAL :—Return, relative to erection of.
 BRIDGES, RIDEAU CANAL :—Return, relative to petitions, &c., on the erection of.

CONTENTS OF VOLUME NO. 5.

- No. 32 - - AGRICULTURE :—Report of the Minister of, for 1861.
- No. 33 - - SEIGNIORAL COMMISSION :—Return, Statement of expenses.
 SEIGNIORY of RIGAUD :—Return, Statement of payments made by Commissioner, on account of.
- No. 34 - - EDUCATION :—Report of Superintendent of Education for Lower Canada, for 1861.
 EDUCATION :—Report of the Chief Superintendent of Schools for Upper Canada, for 1861.
- No. 35 - - MALBAIE COURT HOUSE and GAOL :—Return of Papers relative to Construction of.—(*Not printed.*)
- No. 36 - - METAPEDIA ROAD :—Return of Papers relating to.
 PIERS and HARBORS, LAKE ERIE :—Return, Statement, in detail, of expenditure of \$20,000.
- No. 37 - - PUBLIC OFFICES :—Return, statement of New Offices created, since 1861.
- No. 38 - - BOUDREAU, E. :—Return relative to Inquests held by him, as Coroner for Saguenay.—(*Not printed.*)

REPORT

OF THE

MINISTER OF AGRICULTURE,

OF CANADA,

FOR THE YEAR 1861.



QUEBEC:

PRINTED FOR THE CONTRACTORS, BY HUNTER, ROSE & LEMIEUX, ST. URSULE ST.
1862.

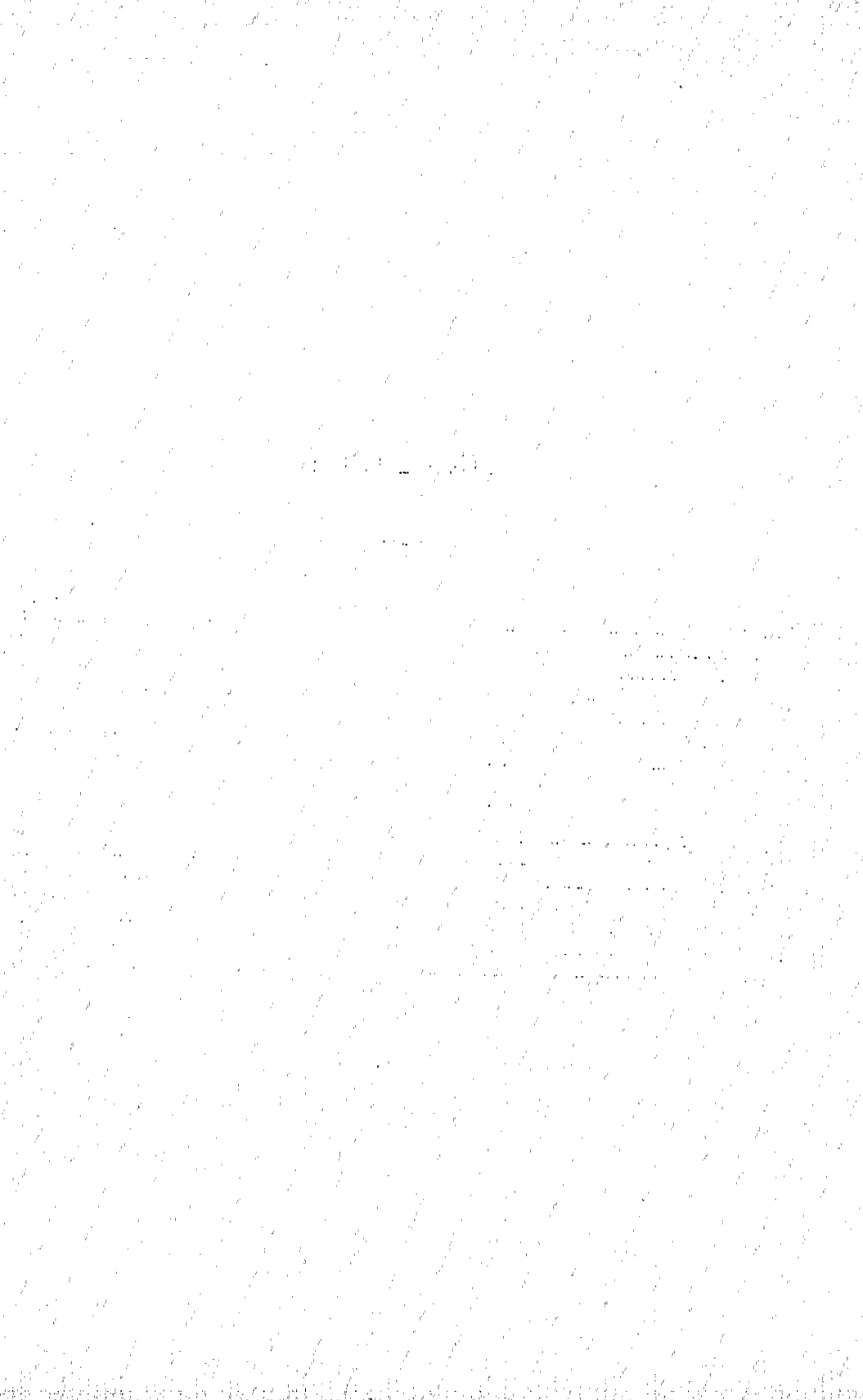


CONTENTS.

	Page.
Immigration.....	5
Colonization Roads.....	7
Agriculture.....	8
Census of 1861.....	8
Board of Arts and Manufactures.....	9
Improvement Fund.....	9
Patent Office.....	9

APPENDIX TO REPORT:

Report of the Agent of the Hastings Road.....	11
Report of the Agent of the Opeongo Road.....	13
Report of the Agent of the Muskoka Road.....	15
Report of the Agent of the Addington Road.....	18
Report of the Agent of the Bobcaygeon Road.....	20
Report of Mr. Gibson, Superintendent of Colonization Roads.....	22
Report of the Agent of the Mississippi Road.....	26



REPORT

OF THE

MINISTER OF AGRICULTURE,

FOR THE YEAR 1861.

*To His Excellency the Right Honorable CHARLES STANLEY, Viscount Monk,
Baron Monk of Ballytrammun, in the County of Wexford, Governor
General of British North America, etc., etc., etc,*

MAY IT PLEASE YOUR EXCELLENCY :

The undersigned, in conformity with the 6th section of 22 Vic., cap. 32, has the honour to submit his annual Report, for the information of Her Majesty's Government.

IMMIGRATION.

The encouragement of Immigration forms a most important branch of the duties of the Minister, and is one to which the especial and most earnest efforts of the Department have been directed.

Frequent representations have been made of the great difficulties in procuring accurate information and statistics relating to Canada, experienced by intending emigrants, many more of whom would probably make Canada their home, were her vast resources and the advantages and inducements which she holds out, more widely advertised and proclaimed.

With the view of testing this question, and of enabling Canada to compete more favorably with other British Colonies and the United States, for the advantages attendant upon the settlement of certain classes of emigrants among us, additional agents have been temporarily appointed to represent the emigration branch of this Department in the north and south of Ireland and western Europe, respectively.

Mr. Donaldson resumes his old appointment at Londonderry as agent for the north of Ireland; Mr. E. J. Charleton has been appointed to the southern and eastern portion of that country, and Mr. A. H. Verret to western Europe.

With a desire to facilitate the discharge and enlarge the sphere of duties of the Emigrant Office of Lower Canada at Quebec, Mr. Drolet and Mr. Stafford have been nominated Assistant Emigrant Agents for Lower Canada.

Great care has been taken to impress upon the emigrant agents abroad, the importance of their mission, and the fact, that certain classes only of emigrants are sought for, or desired by the Province. The following extract from the "Letter of Instructions," issued to them by the Minister of Agriculture, relates to this subject:

"In conveying information respecting this country, you will of course readily understand the necessity of great caution and entire truthfulness in any statement you make, in order that the Government may not be involved by representations in any respect fallacious, nor the emigrant, or public abroad be in any way misled. In addition to the authorised documents which you take with you, you will be supplied from this Department with such information bearing on the subject of your mission as you may, from time to time, apply for, or as it may be considered desirable to send you. These communications and your experience and long acquaintance with this country will enable you, at all times, to give such information as shall be really accurate, respecting our mines, forests, fisheries, agriculture, and the Colony generally.

"You will constantly bear in mind that a promiscuous immigration is neither desirable nor sought for: Canada, at present, does not, and for the coming year most probably, will not offer any large field for unskilled labor, since there are no large public works, nor railway extensions in progress. At the same time skilled agricultural labourers can always find ready employment, and female domestic servants are always sure of good wages and certain employment.

"The class of people to whom, especially, Canada offers a desirable home comprises those who on their arrival here are prepared to enter on the Public Lands as settlers.

"The Provincial Government, as you are aware, has recently opened new roads in Upper Canada and in Lower Canada, and has laid out for settlement and authorised free grants (not exceeding 100 acres in each case) of the lands through which these roads pass. These free grants are, however, more advantageous to those acquainted with the climate and country than to the poorest class of emigrants, and those just arrived in the country.

"You will ascertain at the Crown Lands Office the exact position of these free grants now available, and explain fully to persons seeking information the advantages and disadvantages attendant upon their settlement."

The exertions of Emigrant Agents must not, however, be confined to the vast fields of Europe, but it is advisable that they should also be directed to different localities in the United States where former inhabitants of Canada may be found in small communities. Preliminary action has already been taken in this matter by circulating amongst them, in their own language, accurate information as to the advantages which Canada offers to the industry, labour, and perseverance, of the Colonists.

The task of collecting and disseminating information likely to be of use to intending emigrants, has been vigorously pursued by the Department. The circular to the Reeves of the townships of Upper Canada and to the Municipal authorities in the Lower Province, making enquiries relative to the number and classes of emigrants sought for in each different locality, and seeking information as to the prices at which "cleared" farms can be purchased or rented, &c., has been re-issued, and the result, compiled and published in a tabular form, circulated largely for the information of emigrants.

In addition to the above, another circular, enclosing a series of questions relative to the quantity and quality of land for sale, statistics and prospects of the settlers, how many are immigrants, &c., nationality, whether any improved farms are for sale or to be let, demand for labour, and general suggestions, has been issued by this Department to the various Crown Land Agents throughout the Province. The information contained in the answers received to these questions has been condensed and embodied in a pamphlet issued from the Emigration Office by Mr. Buchanan, and extensively circulated, in the English, French and German languages.

COLONIZATION ROADS.

Upper Canada.—From the Reports for the past year of the resident agents on the free grant Road in Canada West, and which will be found in the Appendix, Nos. 1, 2, 3, 4, 5 and 6, the progress on these roads will be considered most encouraging and satisfactory. The number of families settled on these roads, the value of the season's produce, and the number of acres cleared, increase steadily year by year, and afford a true index of the prosperity of the settlements.

The annual Reports of Mr. Gibson, chief superintendent of Road for Canada West, and of Mr. Snow, superintendent of the Mississippi Road, with the usual approximate statements of the work done on the Roads in Canada West up to 31st December, 1861, and a statement of the total number of miles open to the same date accompany this report. (Vide Appendix No. 8.)

Lower Canada.—The management of the Lower Canada Colonization Roads has hitherto been undertaken by the Department of Crown Lands. Arrangements have, however, since the beginning of this month, been made, to transfer the supervision to this Department, which will for the future receive the reports from the resident agents, collect statistics, and control the management of the Lower Canada Roads, in a manner precisely similar to that heretofore adopted in respect to the Roads in Upper Canada. In future, therefore, the Department will be in a position to give details on the important subject of Lower Canada Colonization, which it finds itself at the present moment unable to furnish. From the Returns of the Department of Crown Lands, it seems that there are in Lower Canada 91 Colonization Roads extending over the whole of the Lower Province, on both sides of the St. Lawrence, and on the northerly bank of the River Ottawa, from Gaspé to Pontiac. During the past year 107½ miles have been completed, 79½ miles opened, 13½ miles repaired, and eleven large bridges built, involving altogether an expedituæ of \$52,683 06.

In the Report of the late Mr. Boutillier, for the year 1860, the total number of miles opened in these roads is stated to be 1,458. It would appear therefore that at the close of last year the total number of miles opened was 1,537½.

Detailed information respecting the Elgin and the Matane and Cap Chat Road, may be found in the reports of the resident agents attached to the report of the Commissioner of Crown Lands.

AGRICULTURE.

The circulation of the customary queries relating to the Agricultural interests and prospects of the Province has been resumed this year, but the replies which have been made are neither in number nor in the information which they convey, so satisfactory as could be desired. Notwithstanding that upwards of 800 circulars were issued in December last to the County Agricultural Societies, the Wardens, Reeves, and other influential persons in Upper Canada, and 500 to the Agricultural Societies, Municipal authorities and others, in Lower Canada, not more than 45 to 50 returns have as yet been received from either section of the Province. This apathy and indifference to the efforts of the Bureau are most discouraging, and entirely preclude the possibility of arriving, at the present time, at any just conclusion as to the result of agricultural labours during the past year, or of the agricultural progress the country is making.

This report has been delayed in the hope that an abstract of the agricultural statistics for Canada, obtained by the Department from the census returns for 1861, would be attached. Though the most strenuous exertions have been made, it has been found impossible to include it without delaying the Report longer than is considered desirable. The agricultural returns for the whole Province will be ready in a few weeks, and will be immediately published.

The cultivation of flax has lately received much attention at the hands of the Government. This branch of agriculture has hitherto been much neglected, notwithstanding that the soil and climate of Canada seem admirably adapted to its success. In order to promote the more extensive production of flax, and with the view of affording the fullest information and instruction as to the mode of scutching and dressing it, the Government has lately imported six of "Rowan's new patent flax scutching machines," to be distributed over both sections of the Province, subject to the orders of the Department.

The undersigned has decided that these machines shall be distributed under the advice of the Agricultural Boards, and it is proposed that they shall be moved from place to place throughout the country, and thus extend their usefulness over as wide a district as possible. The absence of proper dressing mills appears to have, hitherto, prevented Canadian farmers from cultivating flax to any large extent, for though, as Mr. Donaldson (to whose representations and exertions in the matter this Department stands much indebted) states, there are some very good mills in the country, such as that of Mr. McCrea, at Canestoga, in the County of Waterloo, that of Messrs. Blaikie & Alexander, at Norval, and others, yet, in the replies to the agricultural queries from this Department, almost universal complaint is made that no facilities exist for dressing and preparing any flax which may be grown.

CENSUS OF 1861.

Considerable progress has been made in tabulating and preparing for publication the statistics collected by the Census returns last year. Already have the detailed statistics relating to origins and religions of both sections of the Province been published and distributed in a pamphlet form among the members of the Houses of Legislature. The agri-

cultural portion of the census is nearly completed, and is being rapidly prepared for the printers. Every effort is being made by the Department to bring the whole work to a conclusion at the earliest possible date.

BOARD OF ARTS AND MANUFACTURES.

The annual Report of this Board as prescribed by the 28th sec., 20 Vic., cap. 32, has been received.

The general condition of the society appears to be satisfactory, but the withdrawal of all Government aid from the Mechanics' Institutes appears to have resulted in the failure of some of them, and in crippling, materially, the usefulness of others. Some few of them, however, in cities and towns are not only self supporting but prosperous.

The statements of the treasurer of the Board show a balance in hand after payment of all expenses of \$1,923 63. The valuable works belonging to the Patent Office left under the charge of the Board of Arts and Manufactures, are highly appreciated, and several donations of Tessellated pavements with other interesting specimens of manufactures are acknowledged. The library is entirely free for consultation, and is said to be more readily accessible than any other free library in the Province.

IMPROVEMENT FUND.

The "Improvement Fund" for 1859, accruing to the several Municipalities in Upper Canada, to be expended on Roads and Bridges, is now in course of distribution.

PATENT OFFICE.

The business of the Patent Office is steadily increasing. During the past year, the fees received for Patents of Invention amounting to \$3,020 00, those for assignments, copies of specifications, and registration of Trade Marks to \$194 30, amounting together to the sum of \$3,214 00, which has been paid to the credit of the Honorable the Receiver General. This department of the Bureau has now become self-supporting.

The Royal Patent Commissioners in London, continue to present to the Bureau the specifications and engraving of patents issued in the United Kingdom. They now amount to 500 volumes.

Since the removal of the Government to Quebec, 443 models have been received by the Patent Office.

It is much to be regretted that want of accommodation has hitherto deprived the public in a great measure of the advantages which they would otherwise derive from the museum of models and valuable library of books. The models should be classified, numbered, arranged, and a descriptive catalogue should be prepared. The room might then be open to the public, say daily during the session of Parliament, and perhaps twice or thrice a week during the remainder of the year.

In conclusion the undersigned alludes with the deepest regret to the loss which this Department has sustained in the decease, during the past year, of Mr. W. Hutton, for many years the active Secretary of the Bureau.

The whole humbly submitted.

N. F. BELLEAU,

Minister of Agriculture.

BUREAU OF AGRICULTURE, EMIGRATION AND STATISTICS, }
Quebec, April 1862.

APPENDIX TO REPORT.

APPENDIX No. 1.—HASTINGS ROAD.

HASTINGS ROAD AGENCY,
Madoc, 2nd January, 1862.

SIR,—Herewith I beg to send my annual report showing the position of lots on the road under my charge at the close of the year 1861.

The number of new settlers located during 1861, is 88, of whom 12 were natives of England, 34 of Ireland, 3 of Scotland, 30 of Canada, 5 of Germany, and 4 of the United States.

The locations of 1861 exceed those of 1860 by 32.

The total number of settlers in possession of lots is 377, and their national origin is as follows:—

England.....	54	Nova Scotia.....	1
Ireland.....	167	New Brunswick.....	1
Scotland.....	41	Orkney.....	3
Canada.....	74	United States.....	9
Germany.....	25		
France.....	2		
			377

The number of acres cleared, and in process of clearing at the close of 1861, was 3,641, showing an increase of 960 acres during the year. The number of acres under crop and pasture in 1861, was 2,681.

The following table shows the crops and other industrial products of the free grant settlers during 1861:—

		RATE.	VALUE.
Spring Wheat.....	10,200 Bushels.	\$0.80	\$8,160.00
Fall Wheat.....	228 "	1.00	228.00
Oats.....	10,345 "	0.25	2,586.25
Peas.....	1,388 "	0.40	555.20
Barley.....	200 "	0.60	120.00
Rye.....	203 "	0.50	101.50
Potatoes.....	29,250 "	0.25	7,312.50
Hay, (Timothy).....	459 Tons.	10.00	4,590.00
do (Marsh).....	88 "	6.00	528.00
Turnips.....	29,120 Bushels.	0.20	5,824.00
Maple Sugar.....	1,427 Lbs.	0.10	142.70
do Molasses.....	400 Gallons.	0.75	300.00
Potash.....	119 Barrels.	30.00	3,570.00
Shingles.....	320 M.	1.00	320.00
Sawn Lumber.....	300 M. feet.	8.00	2,400.00
Potash Barrels.....	200	1.00	200.00
Straw.....	1,000 Tons.	4.00	4,000.00
Deer killed, say.....	220	4.00	880.00
Furs, estimated at.....			1,500.00
Fish, taken in Lakes and Rivers, say.....			400.00
Garden Produce, say.....			500.00

Total value of year's products \$44,218.15

Cattle owned by Free Grant Settlers.

	1859.	1860.	1861.	Increase in two years.
Horned Cattle	226	338	575	349
Hogs.....	120	194	448	328
Sheep	6	35	36	30
Horses.....	34	49	53	19
	<u>386</u>	<u>616</u>	<u>1112</u>	<u>726</u>

Buildings Erected on the Road.

	1859.	1860.	1861.	Increase.
Buildings of every description...	252	336	407	155

These tables exhibit a steady and continuous increase in the acquisition of property by the settlers, and afford the best possible evidence of prosperity. The buildings, on the road, include 1 Flour Mill, 3 Saw Mills, 4 Stores, 5 Taverns, 1 School House. Those erected in 1861 are chiefly large, substantial barns, and dwellings of a good class.

The season of 1861 was not so favorable for agricultural operations as that of 1860. The Spring was comparatively late, and from a scarcity of rain in the early months of summer, the crops suffered, particularly hay and pasture.

WHEAT was generally thick on the ground; a good plump grain, and entirely free from fly.

OATS gave a large yield, and were generally heavier and better than those grown on the front Townships.

POTATOES are the great staple of the new Townships, and they certainly are much finer and more abundant than in the older settlements. I regret to say that the rot appeared to some extent on the lower part of the road. It did not extend above the centre of the second range of Townships, and the cases are not numerous where it spread to a large extent.

TURNIPS were very extensively cultivated and gave large yields. They are becoming a very important article of produce for winter fodder.

HAY was not a very good crop owing to the want of sufficient rain in the early part of the season, which prevented a heavy growth of grass.

It is now nearly six years since the Hastings Road was first opened for settlement. The soil and climate have therefore been fully and fairly tested. The main outline of facts may be thus briefly stated. Some three hundred poor men with seldom any means beyond their ability to labour, have settled upon these lands previously a wilderness, and in five years have accumulated round them the real wealth and property represented in the above tables, besides supporting themselves and their families during that period.

A very low estimate of the value of permanent improvements, and farm implements owned on the road, gives \$406 as the average value of each settler's property. This result must be considered highly satisfactory, when it is borne in mind that many of the most successful settlers entered upon their lands only so few years ago with little or no capital.

Fanning Mills and Threshing Machines have been introduced very generally, and most of the older settlers have a good supply of farming tools and implements.

We are indebted to the Post Office Department for a very liberal extension of postal accommodation, there being now four offices on the road. One at Mill Bridge 17 miles, one at Glanmire 24 miles, one at York River 48 miles, and one at the intersection of the Branch Roads Tara 72 miles from Madoc.

The Mill Site at Papineau Creek in Wicklow and McLure was sold in February last. The purchasers, Messrs. McDuvitt and Card, have erected a very substantial and excellent Saw Mill which commenced work on the 10th November last. The same gentlemen have also commenced the building of a good Grist Mill. This site is more than 100 miles North of Belleville, and will, probably, at no distant day be the centre of a large and thriv-

ing settlement. It is close to the intersection of the roads leading from the Ottawa to Lake Huron, with the Hastings road.

The same freedom from disease and crime which marked the earlier years of the settlement, has, I am happy to say, continued during 1861.

I have the honor to be,

Sir,

Your most obedient servant,
(Signed,)

M. P. HAYES,
Agent, Hastings Road.

Honorable P. M. Vankoughnet,
Commissioner of Crown Lands.

APPENDIX No. 2.—OTTAWA AND OPEONGO ROAD.

OTTAWA AND OPEONGO ROAD AGENCY,
Clontarf, 27th January, 1862.

SIR,—I have the honor to enclose you herewith, a complete list of the settlers on this road up to the 31st ult., and from which you will learn that 299 free grants have been conceded up to that date, and that the population deriving their support from those lots amounts to over one thousand souls.

I beg to draw your attention to the fact that of the settlers who have taken up free grants during the past year, there is not one immigrant of the season, nor does it appear that one of that class has come into this locality during the year. This is a circumstance very much to be regretted, the more especially as labor is so very scarce here that even newly arrived immigrants, whether men, women, or children, if on the spot, could at all seasons of the year find ready employment, and at a rate of remuneration which would enable them to live comfortably for at least six or eight months, and at the end of that time to have sufficient capital to warrant their commencing farms for themselves.

In January, 1861, enquiry was made of the Council of this Municipality by the Bureau of Agriculture and Statistics, as to the probable number of immigrants who would find employment within the limits of the corporation, and although the answer was that 31 would at once be provided for, not one has as yet appeared. Living, as I am, at such a distance from the ports of arrival in the province, it is impossible for me to account for this fact, but I must respectfully submit that it is one worthy of the notice and enquiry of the Department.

The nationality of the free grant settlers may be thus stated, viz :

England.....	22	Germany.....	4
Ireland.....	181	United States.....	2
Scotland.....	12		
Canada West.....	20		298
Canada East.....	11	1 Church Lot.....	1
Prussia.....	46		299

Although the foregoing classification exhibits a good blending of various nationalities, yet if the nationality of those settled upon the crown lands adjoining the free grants was taken into account the proportion would be found to be far more equal, as there is a large and prosperous settlement of Englishmen in the Township of Brudenell. I have also the satisfaction of believing that, from letters received from England, and from my conversation with the Prussian settlers, next summer will witness a considerable increase in these two national elements. The Prussians are a hard-working, thrifty and honest people; they are fast acquiring a knowledge of the language and habits of the country, and although they have not been particularly fortunate in the selection of their lands, yet their condition is evidently improving, and I have no fear for their ultimate success.

Since the beginning of the present year I have visited the farm of each settler upon the road, and have thus obtained the most reliable information respecting the quantity and value of the crops raised during the last year. The following figures are the result of my enquiries, viz:

9724 bush. of wheat,	at \$1 00...	\$9724 00	2766 lbs. maplesugar, at \$ 0 12...	\$ 343 92
13862 do oats,	" 0 30...	4008 60	102 gals. molasses, "	1 00... 102 00
1149 do barley,	" 0 60...	689 40	298 brls. pork, "	16 00... 4736 00
64 do Indian corn,	" 1 00...	64 00	68 do potash,	" 20 00... 1360 00
899 do peas,	" 1 00...	899 00	4841 lbs. soap,	" 0 10... 484 10
20596 do potatoes,	" 0 35...	7207 60	12420 bush. ashes,	" 0 5... 621 00
12847 do turnips,	" 0 10...	1284 70		
424 tons hay,	" 8 00...	3392 00		
600 do straw,	" 3 00...	1800 00		
				\$36716 32

The number of acres actually cropped during the year 1861 has been 1874, which shows an increase of 416 acres over the preceding year, exclusive of lands laid down for pasture, and no small quantity is thus occupied.

The harvest of 1861 being so abundant, the prices for farm produce this winter are considerably lower than they have been for some time past—although the demand seems to be equal to that of any former year—and consequently the average value of the produce of each acre cropped will be somewhat less than heretofore.

The great usefulness of this road as a highway to the lumbering regions of the Madawaska and Bonne-Chere is evidenced by the fact that the travel over it is steadily increasing. I regret to say, however, that the road is fast wearing out. The statute labour is not sufficient to keep it in repair, and if something be not done to it the ensuing summer, the eastern portion of it will be almost, if not entirely, impassable.

During the past year three new schools have been put into operation along this road, and a new post-office—at Hopefield—has been established at a point some fifty miles west of Renfrew Village. The schools now open upon the road amount to seven, and the average attendance of pupils is very good. They are all established upon the free school principle, and the settlers all seem anxious to avail themselves of the blessings which even these unpretending educational establishments undeniably confer upon them and their children.

Although I am the only magistrate within a radius of 12 miles from this place, I have, during the past year, been called upon to act in my judicial capacity only twice, and even then the cases were of the most trivial nature. I am happy, indeed, to be in a position to say that crime, or even vice, is almost unknown here; that the utmost cordiality and friendly feeling prevails throughout among the settlers, and that more than an average prosperity and contentment mark their lot.

To create and foster these good feelings, and to promote, as far as in me lies, the comfort of the settlers in my agency, shall be assured, be my constant care while I continue in the service of the Department.

I have the honor to be, Sir,

Your most obedient servant,

(Signed,)

T. P. FRENCH,

Agent of the Ottawa and Opeongo Road.

To the Honorable P. M. Vankoughnet,
Commissioner of Crown Lands.

APPENDIX No. 3.—SEVERN AND MUSKOKA ROAD.

CROWN LANDS AGENCY,
Orillia, 10th January, 1862.

SIR,—I have the honor to submit a report of the general progress of the settlement on this Road, up to the 31st December, 1861.

FREE GRANTS.

Number of lots located.....	72
do actual settlers.....	62
Total population.....	249
Houses built.....	34
Shanties do	37
Barns, &c., do	23
Lumber mill.....	1
Houses built in 1861.....	19
Barns, &c., do	8
Number of acres cleared.....	200
do chopped.....	100

NATIONALITY.

Irish.....	116
Scotch	65
English	43
Canadian	19
German	6
	<hr/>
	249
Increase during the year.....	59

LIVE STOCK.

Cows	10
Cattle.....	30
Horses.....	8
Pigs.....	35
	<hr/>
Increase during the year.....	28

PRODUCE OF 1861.

25 acres of wheat....	625 bushels,	@ \$.95.....	\$ 593 73
1 " barley....	35 "	@ .70.....	24 50
23 " oats.....	690 "	@ .30.....	207 00
3 " corn	75 "	@ .50.....	37 50
3 " peas.....	45 "	@ .50.....	22 50
44 " potatoes.....	8800 "	@ .25.....	2640 00
33 " turnips.....	3910 "	@ .20.....	782 00
9 tons hay.....		@ 10.00.....	90 00
800 pounds maple sugar		@ .10.....	80 00
60 gallons molasses.....		@ .75.....	45 00
8000 shingles.....		@ 1.50.....	120 00
Garden produce			258 00
			<hr/>
			\$4,900 23
Increase in 1861.....			<u>\$1,435 68</u>

I must remark here that many of the settlers on the free grants are employed on the roads and surveys, and also in clearing lands for others, so that the amount of the clearings and general progress during the past year is less in proportion than those on the Crown Lands. Taking into consideration, however, that the free grants reported cover 19 miles of road, the progress is very encouraging.

CROWN LANDS.

Four townships—Morrison, Muskoka, Draper, Macaulay—were placed under my charge, in October last. A number of lots were previously squatted on, which accounts for the large returns here reported.

Sold since October 18, 1861.....6060 acres.
 Lots in actual occupation 167 do

NATIONALITY.		IMPROVEMENTS, &c.	
Irish.....	139	Houses.....	44
English.....	88	Shanties.....	72
Scotch.....	112	Barns and Stables.....	23
Canadian.....	13	Lumber Mill.....	1
German.....	53	Acres cleared.....	276½
French.....	16	Acres chopped.....	117½
	421		

YEAR'S PRODUCE.

86½ acres wheat.....	2156 bushels,	@ \$.95.....	\$2048 20
5 " barley.....	175 "	@ .70.....	122 50
24 " oats.....	720 "	@ .30.....	216 00
58 " potatoes.....	11600 "	@ .25.....	2900 00
42½ " turnips.....	7325 "	@ .20.....	1465 00
2 " peas.....	60 "	@ .50.....	30 00
1400 pounds maple sugar.....		@ .10.....	140 00
80 gallons molasses.....		@ .75.....	60 00
85000 shingles.....		@ 1.50.....	127 50
Garden produce, say.....			153 00
			<u>\$7262 20</u>

LIVE STOCK.

Horses.....	8
Cows.....	58
Cattle.....	70
Pigs.....	75
	<u>211</u>

SUMMARY OF ENTIRE SETTLEMENT.

TOWNSHIPS, &c.	Pop.	Houses.	Shanties	Barns.	Live Stock.	Lots Occupied.	Year's Produce.
Morrison.....	233	25	37	32	208	52	\$ 6,506 00
Muskoka.....	31	4	5	1	4	11	268 50
Draper.....	73	11	12	3	14	20	106 00
Macaulay.....	84	4	18	1	21	22	370 00
Free grants.....	249	34	37	23	83	62	4,900 23
Total.....	670	78	109	60	330	167	<u>\$12,150 73</u>

One school house built; one school house building; two lumber mills at work; two post offices; three taverns and stores.

Religious services are conducted by ministers of the following denominations:—Church of England, Presbyterian, Baptists and Wesleyan Methodists. The Wesleyans have established regular services; the others pay occasional visits.

Immigrants,—eight English families, three Irish, two German and two French,—together, 64 souls.

From the statistics above given it will be seen that a very substantial community has sprung up in the Severn District, with the prospect of the same, if not a greater ratio of progress, during the ensuing year. The completion of the roads now being built will much facilitate this. The first of these roads branches off near the great falls of Muskoka (the extent of the Free Grant road now open), through the Township of Draper to Peterson's Line, about 30 miles. The second is a continuation of the main road, to near Fairy Lake, 30 miles, and the 3rd which is now being surveyed, branches off in Macaulay to a harbour at Parry's Sound, on Lake Huron, about 50 miles.

The quality of the land improves considerably on these roads, more so on the two latter, a fine tract of heavily timbered hardwood land, running nearly the whole distance, especially good on the Parry's Sound road. This latter road runs through unsurveyed lands, and is well watered, having a chain of four lakes stretching from Muskoka Lake to near Parry's Sound. Squatters are now ready to pounce upon these lands, and undoubtedly the country will be surveyed and brought into market as speedily as possible. It will become a most important district, inasmuch as the road is intended as the North West mail route by way of Sault Ste. Marie.

I have taken much pains to ascertain the amount of the year's produce in this settlement, and have been careful not to exaggerate in my valuation. The result must be reckoned encouraging. To raise nearly \$13,000 worth of produce in one year on land that has only been open for settlement for little more than two and a half years, speaks highly for the industry of the settlers and the quality of the land. It is true that there are coarse sections of country to contend with, but on the whole the settlement is a desirable one, the land being well adapted both to grain and root crops, and to the thrifty industrious settler offering ample means for securing an independence.

I would most respectfully suggest the desirability of making free grants on all the new roads referred to above, as a sure means to secure rapid settlement, and to make the rear lands more desirable.

Several squatters on the Draper and Macaulay roads took up lots with this hope before them, and have not yet paid anything on them. If these lots should not become free, it will prove a most serious loss to them, and a drawback to the country.

I must, ere I close my report, bear tribute to the moral status of the settlers. From the first settlement to the present time, only two charges of crime have been preferred. There is indeed a standard of intelligence existing here beyond the average of backwoodsmen, evidenced by the facts that the current literature is largely circulated, and a general eagerness is manifested to know and understand passing events. I would remark how that in a rapidly increasing population some extended provision would seem desirable for the proper exercise of magisterial control. There are many men in the settlement whose abilities in every way qualify them to hold commissions of the peace.

The settlement is much indebted to the kindness and prompt attention of the Postmaster General for establishing post deliveries. There are in operation now two offices, one at the Severn and the other at the Great Falls of Muskoka, a delightful place for a village or town, being at the junction of two important roads.

In few rural districts can the traveller meet with better fare and accommodation than is afforded by the hotels and taverns on this road.

It is, I believe, the intention of the settlers in Morrison and Muskoka to petition

during 1862, the County Council of Simcoe, to get these townships united for Municipal purposes.

I have the honour to be,

Sir,

Your obedient servant,
(Signed)

R. J. OLIVER,
Agent Muskoka Road.

To the Honorable P. M. Vankoughnet,
Commissioner of Crown Lands.

APPENDIX No. 4.—ADDINGTON ROAD.

TAMWORTH, 10th January, 1862.

SIR—During the year 1861 27 settlers have entered on free grant lands on the Addington Road. Nearly all have located in the Township of Denbigh. These settlers with their families number 63 souls. There have been 510 acres of land cleared within the year, 286 acres are now chopped, and a large area is "underbrushed" ready for chopping.

The aggregate amount of produce raised by the settlers during the year, at the current value, is \$38,542 20. The yield of Wheat and Potatoes fell below general expectation; of wheat, from sowing seed that was damaged in the mow or stack, and of potatoes, from the rot. These casualties, although serious evils, do not constitute an argument against the capabilities of the country to produce cereals and roots enough for consumption, nor do they give cause for present or future despondency, because where good seed was sown in season, and the fallow in order, a rich return rewarded the settler, and the potato rot was not universal. The lower ground, where the almost constant rains kept the soil very wet, suffered severely, while the ground that had a good drainage entirely escaped.

Four deaths occurred in the settlement during the year, two from maltreatment, one from consumption, and one from inflammation. This fact shows that the climate is healthy, as the occurrence of only four deaths in a year in a population of 800 is a very small per centage.

The settlement has all the appearance of comfort. Good houses and barns have been erected, many of them during the past year, and preparations are going on for increasing the number of these during the coming year. There are School Houses enough for the accommodation of all the young, and several schools are in operation. Religious instruction is general throughout the settlement.

I have the honour to be,

Sir,

Your most obedient servant,

(Signed) EBENEZER PERRY.

The Honorable P. M. Vankoughnet,
Commissioner of Crown Lands,
Quebec, C. E.

Abstracts of the Statistics of Produce raised on the Addington Road, for the year ending 31st December, 1861, at the value current in the settlement:

Article.	Amount.	Rate.	Value.
* Spring Wheat	5533 bush.	\$1 20	\$6639 70
Oats	15000	30	4500 00
Peas	1470	70	1029 00
Barley	760	70	532 00
Indian Corn	700	80	560 00
Buckwheat	2010	40	804 00
Potatoes	20000	50	10000 00
Turnips	14400	15	2400 00
Hay	222½ tons.	12 00	2658 00

Wild do.	322	5 00	1610 00
Straw	450	4 00	1800 00
Maple Sugar	11592 lbs.	10	1159 20
Molasses	446 gals.	80	356 80
Vinegar	1115	25	278 75
Shingles	433000	1 25 per M.	541 25
Sawn Lumber	102000	6 00 per M.	612 00
Potash	53½ bls.	25	1337 50
Fur .....	.....	.....	150 00
Pork	15400 lbs.	6 00	924 00
Beef	16250	4 00	650 00

* Many pieces of Spring Wheat entirely failed from sowing damaged seed, and the rot lessened the Potatoe crop materially.

APPENDIX No. 5.—ADDINGTON ROAD.

TAMWORTH, December 2nd, 1861.

SIR,—I beg to acknowledge the receipt of yours of November 25th, and in compliance therewith, forward to your Department the following abstract of the "condition, progress and prospects" of the settlement on the Addington Road for 1861.

The snow was of an uncommon depth last winter through the whole extent of the settlement, impeding the operation of chopping. Several barns and one house were broken down. There was no frost in the ground, and when the snow went off in the spring it injured the road materially, by carrying from the slopes of the road the lighter material, destroying some bridges and displacing causeways; the greater damage to the road was at the Madawaska River on the Addington as well as Addington and Renfrew roads. These casualties were not repaired until October last; also, during the month of July a succession of showers rendered the road through the rear of Sheffield and part of Kaladar known as the Rocky Range, nearly impassable for loaded teams. When the road was under repair three years ago, it was found quite impossible to make side drains on account of the rocks. To obviate the action of the water, angular drains or sluices were thrown across the track to shoot the water into gullies; those sluices worked well by throwing the water from the track every two or three rods. There being no settlers on this part of the road, those sluices gradually filled up and the water coursed unbroken down the entire slopes and carried the sand to the bottom.

During the month of October and part of November, the road from Eagle Hill to the river Madawaska, a distance of 11½ miles, has been repaired, and the grade rendered comparatively easy for all commercial purposes; also the Addington and Renfrew road.

The settlement of the Townships of Abinger and Denbeigh, and vicinity of Madawaska River has been greatly retarded this year, for reasons above stated; but since the repairs have been finished and Mr. Snow's road made up to the Addington road, the flow of settlers has been unprecedented, as many as eleven families has moved in in one day. The settlers have raised and secured 5,533 bushels of Wheat, 15,000 bushels of Oats, 1,470 bushels of Peas, 760 bushels of Barley, 700 bushels of Corn, 2,010 bushels of Buckwheat, 20,000 bushels of Potatoes, 16,400 bushels of Turnips, 322 tons of Wild Hay, 221½ tons of Tame Hay; they have manufactured 11,592 lbs. of Maple Sugar, 446 gallons of Molasses, 1,115 of Vinegar, 339,000 Shingles, 90,000 feet of lumber, and 53½ barrels of Potash.

I have not ascertained the amount of Beef and Pork raised this season, nor the quantity of land cleared, nor the increase of the inhabitants, as those statistics are gathered at the close of the year. I have good reason for believing that a fair increase will be found in each.

Much of the seed wheat sown last spring did not germinate owing to heating in mows and stacks from the moist state that it was in when gathered last year. This has proved a

most serious loss; the average yield per bushel sown this year is not equal to two-thirds of 1860. Turnips on low ground failed from wet. The potato blight has visited the settlement for the first time; an intelligent farmer estimated the loss as equal to 25 per cent. Five schools have been in operation, and 2 school-houses are in course of erection, which will be in operation by January next. There is busy preparation for winter—sheds and stables are being put up, and houses made more comfortable. Provisions and forage are abundant; and a general feeling of thankfulness to the Giver of all good is prevalent for the blessings of peace and plenty.

I have the honor to be, Sir,
Your most obedient servant,
EBENEZER PERRY.

To the Honorable C. Alleyn,
Acting-Minister of Agriculture,
Quebec, C. E.

APPENDIX No. 6.—BOBCAYGEON ROAD.

CROWN LANDS AGENCY,
Bobcaygeon, 31st December, 1861.

SIR,—In accordance with directions from the Department of Crown Lands, I beg to submit my annual report of the progress made by the settlers on the Bobcaygeon Road during the year 1861, with the names of actual settlers, and the total numbers in families, with their improvements and total amount of crops raised, as well as all the other products of the free grant lands.

Three Post Offices have been established up to the 31st December, at Galway, Kinmount, and Minden respectively. I understand that, in reply to a petition by the inhabitants, it is the intention of the Honorable Post Master General, during the winter, to extend the postal facilities as far as Stanhope, and to give the settlers two mails per week.

Houses of entertainment can be found at distances along the road of from four to six miles, and are ten in number. The number of stores has been increased on the road during the past year, and now amounts to six. Settlers can generally obtain all the necessaries of life at either of them.

Three Saw Mills on the road have been completed, one at Kinmount, one at North Britain, and the third at Minden, on a branch of the Gull River. Two Blacksmith's shops have been put in operation during the past year. Mr. J. H. Cummings has also erected a building large enough to put in a planing machine, shingle mill, turning lathe, and one or two run of mill stones, all of which he intends to complete during the next year, under the same roof with his saw mill now nearly completed.

Only one Grist Mill has been completed, north of Bobcaygeon as yet, viz: at Kinmount, by John Hunter, Esq., and the quantity of grain for grinding is steadily increasing. Two other grist mills will be finished, according to conditions, during the ensuing summer.

Of School-houses four have been built, and four school sections have been established. Three of the schools have been in successful operation during the year, and have been well attended. The other school house is just completed, and it is the intention of the inhabitants that the school shall be opened after the new year.

Number of heads in families settled on free grants south of Bell's Lane....	211
Whole number of settlers, including families.....	783
Houses built.....	137
Barns and stables.....	79
Horses.....	14
Working oxen.....	79

Horned cattle	206
Pigs	280
Number of acres cleared.....	1438
do chopped	440
do under crop	1062

Statement of produce, &c., from the free grant lands on the Bobcaygeon road, during the year 1861.

Wheat.....	5256 bushels,	@ \$ 1 00	\$ 5256 00
Oats.....	4288 "	@ 0 30	1286 40
Peas.....	376 "	@ 0 60	225 60
Hay (Timothy).....	152 tons,	@ 12 00	1824 00
Hay (Beaver Meadow).....	196 "	@ 8 00	1568 00
Turnips.....	23449 bushels,	@ 0 20	4689 80
Potatoes.....	18426 "	@ 0 30	5527 80
Pasture.....	48 acres,	value	250 00
Sawn lumber.....	300 M feet,	@ 6 00	1800 00
Shingles.....	250 M	@ 1 25	312 50
Deer.....	160	@ 4 00	640 00
Furs.....			5000 00
Beef.....	36 barrels,	@ 10 00	360 00
Pork.....	60 "	@ 12 00	720 00
Maple sugar.....	2800 pounds,	@ 0 10	280 00
Molasses.....	196 gallons,	@ 0 75	147 00
Potash.....	5 barrels,	@ 32 00	160 00
Total.....			\$30047 10

Although the amount of crops raised on these lands is not much greater than that of last year, this can be accounted for by stating that many of the poorer settlers have raised a second, and in some instances a third crop, without any turning of the soil by plough, or otherwise, and the general averages of crops per acre are much below what they were last year, in many parts of the Province. Besides this, the settlers have become much better off in farm stock, such as horses, cattle and pigs, all of which were, until this year, almost unknown in the settlement.

The system of giving free grants to actual settlers has been found to be of great benefit to the advancement of this settlement, and would have led to the occupation of all the lots to Trading Lake, had not the delay of the contractor to complete his job interfered.

During the first year after this agency was established there were only two townships in the market (viz: Galway and a part of Somerville) which had not been before sold. Other townships have since been placed in the market. The whole amount of lands ordered for sale since the establishment of this agency on the 1st January, 1858, is as follows:—

Galway.....	60,918
Snowden.....	46,084
Minden.....	36,074
Stanhope.....	34,400
Somerville.....	33,794
Lutterworth.....	36,054
Anson.....	37,42-

Total.....284,750

of which the following amounts have been sold and either paid for in part or in full:—

Galway.....	20,322
Snowdon.....	12,868
Minden.....	18,078

Stanhope.....	6,540
Somerville.....	23,236
Lutterworth.....	5,452
Anson	4,243

No. of acres sold in 3 years.... 90,739

Balance remaining unsold and ready for settlement:—

Galway	40,596
Snowden	33,216
Minden.....	17,996
Stanhope.....	27,860
Somerville.....	10,558
Lutterworth	30,602
Anson	33,183

Total.....194,011 acres.

It will thus be seen that nearly one-third of the lands placed for sale in this agency, (although some of the surveys are very recent), has already been sold, and the balance is being rapidly taken up by actual settlers, who come from all parts of the Upper Province, and not a few from Lower Canada.

I should have said that the school houses on the road are open to all denominations, and that services are held at several places nearly every Sunday. Ministers of the various denominations pay frequent visits to the back country, and hold services in the different localities. A minister of the Church of Scotland, and another of the Methodist persuasion, live on the road, and hold regular services.

I have the honor to be, Sir,

Your obedient servant,
(Signed,)

RICHARD HUGHES,
Free Grant Agent.

To the Honorable

P. M. Vankoughnet,
Commissioner of Crown Lands.

APPENDIX No. 7.

WILLOWDALE, 11th March, 1862.

SIR,—The following observations on the Roads and Bridges in Canada West, constructed under my superintendence during the year 1861, are respectfully submitted :

I. ROADS FROM IMPROVEMENT FUND AND COLONIZATION GRANTS.

(1.) *Southampton and Goderich Road.*

The contract for grading the hill on the north side of Penetangore River, and making the approach on that side to the bridge built over it, has been completed. This was the last of the contracts for roads within the County of Bruce, in which, therefore, there are no works now in progress under my charge.

(2.) *Road between Holland and Glencly.*

The works on this road are now completed, and a continuous good road is opened between the Owen Sound Road on the west and the Toronto and Sydenham Road on the east, both of which were lately gravelled by the County of Grey. A great benefit has thus been conferred on the section through which this road passes.

(3.) *Road South of Proton and Melancthon.*

This road is opened throughout for winter travel. Some ditching and crosswaying yet required will be made early this season, and the road completed. It is the only one in connection with the Improvement Fund now unfinished.

II. ROADS MADE FROM COLOIZATION GRANTS.

(1.) *Hastings Road.*

Appropriations of \$250 and \$200 were, last year, made for certain repairs required on this road, and for Jordan Bridge, and the expenditure was entrusted to Mr. M. P. Hayes, the agent on the road. Mr. Hayes reports that the works have been completed, and very considerable improvements effected. He also reports "that the bridge over the York Branch is in a very dangerous condition, and will require to be repaired as soon as possible. All the old causeways and small bridges are in a bad condition, and the heavy rains of last fall have cut deep ruts in the side hill, and generally damaged the road to a serious extent. The amount of work required to put the road in a tolerable state of repair is altogether beyond the unaided efforts of the settlers. About \$40 per mile, carefully laid out, would go a great way towards making it a good road."

I am not aware what, if any, are the conditions attached to the free grant lots as regards maintenance of the roads. If the settlers are bound to keep the roads in repair, the obligation is not attended to. A little labour annually applied would be sufficient, but when neglected for years the roads get into bad condition, and are costly to restore. I make this remark in reference to the Hastings, and to all the other free grant roads.

(2.) *Addington Road.*

In my report of last year, I stated that it had been found necessary to improve this road from Lot No. 25, in the Township of Barric, to the Madawaska River, by grubbing it to the uniform width of 14 feet, grading the hills, levelling, &c, in a proper manner throughout, and that this road has been done under the superintendence of Mr. A. B. Perry, from said Lot No. 25, for a distance of about 19½ miles. During 1861 the work was resumed under the superintendence of Mr. Ebenezer Perry, the agent for the road, and completed to the River Madawaska, a distance of about 11½ miles. This road has sustained considerable damage from the heavy rains of last spring. This necessitated more extensive repairs, and materially increased the cost of transporting supplies. The estimated cost per mile of the improvements was thereby a little exceeded.

Mr. Perry reports that the grade of the road has been rendered easier by one hundred per cent. in many places, and that it is otherwise much improved. There are still a few hills which he considers should be improved, and the damage done last spring over the rocky range in Sheffield and Kaladar, must be repaired to allow the road to be properly used. This repair ought to be most efficient, so that the road may be made to resist these heavy rains which do so much damage to it.

(3.) *Frontenac and Madawaska Road.*

The works on this road were formerly conducted by day's labour under the superintendence of Mr. Warren Godfrey, but last year contracts were given out for its production. Under one of these, given to Mr. Joseph Watson, the road has been completed to the Mississippi River, over which a bridge has been built. From that river to the Mississippi road, a distance of about 62½ miles, the road and bridges on it have been let to Mr. W. H. Burleigh, and the works now in progress will be completed early this season.

(4.) *Bobcaygeon Road;*

This road is now almost completed between Bobcaygeon and the intersection of Bell's Line, a distance of about 49 miles. A small extent of clearing and cross-waying has to be done before the contract to the latter point is finished, but up to it the road is now fit for travel. On the contract for the road, north of Bell's Line, there are about ten miles underbrushed, which will be completed during the present year.

The road was formerly made by day labour, but is now being constructed under contracts let after advertisement at nearly one-half the former average cost per mile.

(5.) *Peterson Road.*

At the beginning of 1861 this road was completed between the Madawaska river and the northwest angle of the Township of Harcourt, a distance of about 41 miles. During that year it was made from the latter point to the north-west angle of the Township of Dysart, a distance of about 21½ miles, giving altogether about 62½ miles of a good travelled road. This road is now under contract between Dysart and the Bobcaygeon road, a distance of about 8 miles, of which 3 miles have been made from the Bobcaygeon road eastward to the bridge now building between Big and Little Bushkonk Lakes. This road and bridge will be completed early this season.

The road leading from the great falls of Muskoka eastwards may be reported as finished through the Township of Draper. It has been cleared to within about 4 miles of the Township of Hindon, through which it is now being underbrushed and chopped.

During the present season the whole works on the Peterson Road now under contract will be completed, and a continuous and good line of road will be then opened from the Muskoka road on the west to the Opeongo road on the east.

(6.) *Muskoka Road.*

The production of this road in the line running north-easterly from the Falls of Muskoka has been completed for a distance of five miles. It has been underbrushed to the 13th mile post, and will, this year, be made up to that point. Four bridges were constructed on the road last year.

(7.) *Addington and Renfrew Road.*

The crosswaying and grading which in my last annual report were mentioned as being necessary to the proper completion of this road were, during 1861, finished under the superintendence of Mr. Ebenezer Perry, and the whole road is now opened between the Addington road at the Madawaska river and the Opeongo road.

(8.) *Cameron Road.*

This road has been completed from Balsam River to Cobokonk. The bridge built on the river at Cobokonk, having, during the great floods of last spring, been found to be too low to permit lumbermen or rafts to pass under it, it was first temporarily and afterwards permanently raised. Originally it was built six feet above the line pointed out as high water mark, but last spring the river having risen four feet over that mark, the bridge was raised so as to give ten feet above the line of ordinary high water. This necessitated the formation of approaches which have accordingly been made.

Beyond Cobokonk the road has been cleared for three miles, of which 2½ miles have been grubbed and it has been underbrushed for one mile farther. This exhausted the appropriation made for the road which must remain as it is until further means are provided for it.

(9.) *Victoria Road.*

This road is now opened from its commencement at the south end of lot 21 in the Township of Fenelon to lot 21 in Carden, a distance of about 16 miles. Between lots 7 and 21 in Carden there will require to be some ditching made through hardwood land, with a view to economy; this was formerly dispensed with, but in wet seasons it has been shown to be necessary to afford a good road.

A contract was last year given out for the construction of the road northwards, under which 5½ miles have been cleared, giving about 21½ miles of road which can be travelled during winter. This contract now progresses, and it is expected that the road will be completed to the Township of Longford during the present year with the appropriation made for it.

From the 3rd to the 11th concession of Dalton, the county adjoining, the line laid out for the road is unfit for settlement; consisting of cranberry marshes and open swamps;

interspersed with irregular granite ridges. An exploration will be made on both sides of the line before the road is carried farther northwards, to obtain if possible one more suitable, and through a better country. North of the 11th concession of Dalton a fine tract of country is entered on, extending to the north boundary of the Township of Oakley, and probably beyond.

(10.) *Opeongo Road.*

At the beginning of 1861 there were 14 miles of this road made in a westerly direction, from "Bell's Store," where it is intersected by the Opeongo Junction, or Peterson Road. During that year a contract for its production was given out, and under the superintendence of Mr. T. P. French, the agent for the road, about $7\frac{3}{4}$ miles farther were opened, though not quite completed. The work will be resumed as early as the season admits.

(11.) *Burleigh Road.*

This road has been cleared and crosswayed from its commencement, one mile south of the bridge over Burleigh Rapids, to the 16th mile post on the north thereof, and it is nearly grubbed and levelled over that distance. The road is underbrushed to the 20th mile post, and all logs rolled out to admit of teams passing. There are thus 21 miles of road open for travel during this winter.

During last year seven bridges were constructed on the seventeen miles cleared, which materially added to the cost of the road. Exclusive of bridges the average cost per mile is about \$204, and inclusive of bridges the average is about \$315 per mile, being the highest average per mile paid on any road under my superintendence during the past year.

The competition at the lettings of the roads have greatly reduced the prices for the different kinds of work, and made the contracts barely remunerative. The contractors, generally speaking, are men of small capital and undertake the work at low rates, relying on regular monthly payments, which best suit their limited means. Settlers, and others residing in the vicinity, also relying on these payments, work for the contractors at lower rates of wages than labourers could be got from the frontier. Conducted in this way the works do not, perhaps, make that rapid progress which they might were the contracts taken by men of larger capital; but economy in their execution is secured, and the needy settlers are enabled to make a little money to aid them in the settlement of the lands through which the roads pass.

Appended hereto is an approximate statement of the works performed under my superintendence up to 31st December, 1861.

The expenditure on the roads and bridges in the District of Algoma is included in my annual account, but the superintendences of these is entrusted to A. P. Salter, Esq., who will report on the progress made with them.

I have the honour to be, Sir,

Your obedient servant,

(Signed) DAVID GIBSON,

Superintend't Col'n Roads, C. W.

The Honorable John Ross,

Minister of Agriculture,

Quebec.

APPENDIX No. 8.

Approximate statement of works performed on the Roads in Canada West, under the superintendence of David Gibson, 31st December, 1861.

Counties.	Summer Roads. Miles.	Winter Roads. Miles.	Crossway-ing. Miles.	Ditching Miles.	Excavation or Embankm't Cub. Yards.	Stumps Extracted.	Bridges.
Bruce	122		26 $\frac{3}{4}$	50	51,546	8,079	18
Huron	79 $\frac{1}{4}$	6	18 $\frac{1}{4}$	9 $\frac{7}{8}$	43,314	416	14
Wellington	64 $\frac{1}{4}$		13 $\frac{5}{8}$	11 $\frac{7}{8}$	4,867	1,360	6 $\frac{1}{2}$
Grey	60		15 $\frac{3}{8}$	24 $\frac{1}{4}$	5,609	3,117	6
Waterloo	2		$\frac{1}{2}$		2,891	9	$\frac{1}{2}$
Perth	14 $\frac{1}{4}$		5 $\frac{3}{4}$				2
Totals	342	6	80 $\frac{1}{2}$	95 $\frac{1}{4}$	108,227	13,290	47

Colonization Roads.

Miles Opened.

Collingwood	18
Hastings	68
Addington	61
Elziver and Kaladar ...	14
Frontenac and Madawaska...	35
Bobcaygeon	48
Elma	7 $\frac{1}{2}$
Elma and Mornington.....	11 $\frac{1}{4}$
Peterson.....	84
Muskoka	26
Bobcaygeon and Emily	3
Addington and Renfrew	22 $\frac{1}{4}$
Victoria	21 $\frac{1}{4}$
Opeongo.....	21 $\frac{3}{4}$
Cameron	9
Burleigh	17
Total	467 $\frac{1}{4}$

APPENDIX No. 9.—MISSISSIPPI ROAD.

HULL, December 31st, 1861.

SIR,—In forwarding my account current for the year 1861, I have the honor to report that with the \$4,000 appropriated for the Mississippi Road I have continued that road from the 31st mile post to the Addington Road, a distance of nearly ten miles.

The total number of miles now completed on this road, including one mile made to the East of the starting point, is forty-two.

On the Lavant and Darling Road no work has been done this season, except completing the contract of last year. Five miles of this line are now being constructed. These 47 miles made under my superintendence have cost, including all bridges and management, the sum of \$21,390 24 or \$455 11 per mile.

On the Mississippi line 32 surveyed miles remain to be made, and on the Levant and Darling road about 16. I would strongly urge the making of these 16 miles next season, thereby establishing the direct communication between the newly surveyed townships and Ottawa City, for which purpose this road was originally designed.

The townships intersected by the Mississippi Road are now being rapidly settled. On the 42 miles now finished, the lots along the road will soon be all occupied, and a great many are settled back from the road.

I have the honour to be, Sir,

Your obedient servant,

(Signed)

JOHN A. SNOW,
Superintendent of Roads.

The Honorable

The Minister of Agriculture,
Quebec.

RETURN

To an Address of the Legislative Assembly, dated 7th April, 1862, "for
Statement of Expenses of Seigniorial Commission."

By Command.

SECRETARY'S OFFICE,
21st May, 1862.

STATEMENT of the amount which has been paid to Seigniors in the Districts of
Quebec, Kamouraska, and Gaspé, up to the present date.

Amount paid, - - - \$311,772 48.

STATEMENT of the Balance remaining due to Seigniors in the Districts of
Quebec, Kamouraska, and Gaspé, up to the present date.

Balance due, - - - \$1,496 94.

S. LELIEVRE,
C. DELAGRAVE.

OFFICE OF THE SEIGNIORIAL COMMISSION,
Quebec, 21st April, 1862.

STATEMENT of the amount distributed by the Seigniorial Commissioners in the Districts of Quebec, Kamouraska, and Gaspé, and payable to Seigniors yearly.

Name of Seignioriy.	Name of Proprietor.	Amount distributed for <i>Lods et ventes.</i>	Amount distributed for <i>Banalité.</i>
		\$ cts.	\$ cts.
Mount Murray.....	J. M. Frazer.....	387 32	
Murray's Bay.....	John Nairne.....	1,108 12	328 80
Eboulements.....	Honble. M. P. DeSales Laterrière.....	269 05	200 00
Gouffre.....	Dames Drapeau.....	196 30	152 00
Isle aux Coudres.....	Séminaire de Québec.....	127 70	
Côte de Beaupré.....	Do.....	2,322 13	720 00
Isle d'Orléans.....	Dames Drapeau.....	549 20	100 00
Do.....	Alexandre Poulin.....	216 18	60 00
Argentouaye.....	André Lemelin.....	164 75	
Beaulieu ou La Groisardière.....	François Gourdeau <i>et al.</i>	50 07	
La Chevallerie.....	Dlle. C. Rivier.....	30 30	
Dumesnu.....	James Motz.....	8 24	
Beauport.....	Dame G. B. Hall.....	472 47	
Beauport (Domaine).....	Dlle. A. DeSalaberry.....	2 50	
Grand Pré ou Mont Plaisir.....	Revd. C. Morice.....	269 05	
O'Orsainville.....	L'Hôpital Général de Québec.....	69 46	
St. Joseph ou L'Epinau.....	Heirs Stewart.....	81 07	
Do.....	L'Hôtel Dieu de Québec.....	0 83	
Sault au Matelot.....	Séminaire de Québec.....	2,638 25	
Notre-Dame de Québec.....	Fabrique Notre-Dame de Québec.....	709 95	
Cap aux Diamants.....	Do.....	578 67	
Ursulines.....	Dames Ursulines des Québec.....	950 07	
Villeray.....	N. Laruc.....	21 90	
Récollets.....	L'Hôpital Général de Québec.....	547 13	
St. Joseph.....	Dames Ursulines de Québec.....	20 07	
Coulonges.....	Séminaire de Québec.....	1,115 52	
St. Michel.....	Do.....	133 27	
St. François.....	Heirs A. Parant.....	85 26	
Ste. Ursule.....	Do.....	40 96	
Monceaux.....	C. Panet.....	65 25	
St. Ignace.....	Hôtel Dieu de Québec.....	707 80	
Gaudarville.....	Antoine J. Duchesnay.....	395 45	
Demare.....	Pauvres de l'Hôtel Dieu de Québec.....	546 10	100 00
Fossambault.....	Antoine J. Duchesnay.....	196 87	
Neuville.....	E. Laruc <i>et al.</i>	688 09	240 00
Bourg Louis, S. O.....	John A. Papet <i>et al.</i>	158 93	
Do N. E.....	Peter Langlois.....	220 48	80 00
Belair.....	Heirs Hart.....	58 40	
D'Anteuil.....	Georgo A. Alisopp <i>et al.</i>	86 05	160 00
Jacques Cartier.....	Do.....	63 56	
Portneuf.....	George Burns Symes.....	359 85	100 00
D'Eschambault.....	Sir C. J. Stuart <i>et al.</i>	253 10	100 00
Do (Domaine).....	Dlle. A. de la Gorgendière.....	16 70	
La Chevrotière.....	Amable Buchet <i>et al.</i>	77 65	50 00
Do.....	Victor Gariepy.....	143 07	
La Tossierie.....	Dlle. Trottier.....	3 87	
Les Grondines.....	Peter Burnet.....	388 13	
Beauvais.....	L. R. C. et C. A. C. DeLéry.....	62 02	
St. Jean D'Eschaillons.....	Dame Vve. Roch de St. Ours.....	318 71	120 00
Lotbinière.....	Dame G. J. Joly.....	713 52	540 00
Sto. Croix.....	Dames Ursulines de Québec.....	797 05	120 00
Bonsecours.....	Représentants Noël.....	286 67	
Des Plaines.....	Do.....	334 93	
Maranda.....	Do.....	62 72	
Tilly.....	Do.....	264 71	
Gaspé.....	Représentants Hart.....	103 71	
St. Giles, Beauvillage.....	Arthur Ross.....	761 25	245 00
Villemay.....	Charles Robertson.....	56 54	
Ste. Anne (Lauzon).....	Dames Ursulines de Québec.....	62 38	
Franco Aleu (Lauzon).....	Do.....	44 52	
St Etienne.....	Heirs Wm. Pozer.....	441 51	
Joliet.....	J. T. Taschereau.....	1,235 12	120

STATEMENT of the amount distributed by Seigniorial Commissioners.—(Continued.)

Name of Seignioriy.	Name of Proprietor.	Amount distributed for <i>Lodget centes.</i>	Amount distributed for <i>Banalité.</i>
		\$ cts.	\$ cts.
Joliet (St. Edouard).....	George Desbarats.....	11 80	
Ste. Marie, S. O.....	Heirs P. E. Taschereau.....	208 47	
Do N. E.....	Do.....	295 52	
Do S. O.....	Olivier Perrault.....	102 00	
Do N. E.....	Do.....	259 36	
Do S. O.....	Heirs G. L. Taschereau.....	126 02	
Do N. E.....	Do.....	63 60	
Do (Linière).....	Heirs Dame Julie Taschereau.....	231 60	
Do (Taschereau).....	Do.....	26 20	720 00
Do S. O.....	Dlle. Amelie Duchesnay.....	70 22	
Do N. E.....	Hon. Elzéar Duchesnay.....	58 19	
St. Joseph, N. E.....	J. T. Taschereau.....	78 41	
Do S. O.....	Heirs de la Gorgendière <i>et al.</i>	336 50	
Do N. E.....	Olivier Perrault.....	98 88	
Do N. E.....	Heirs P. E. Taschereau.....	76 40	
Joliet.....	Do.....	330 11	
St. Joseph, N. E.....	Heirs Lindsay.....	47 62	
Rigaud, Vaudreuil.....	C. C. et A. C. DeLéry.....	667 03	240 00
Aubert Gallion.....	Heirs Wm. Pozer.....	69 87	
Aubin de l'Isle (Cumberland).....	Heirs Harbottle.....	26 47	
Do (Ste. Barbe de la Famine).....	C. C. et A. C. DeLéry.....	173 45	
Do (St. Charles).....	Dame Vve. E. M. Lapelletrie.....	59 36	
Beauchamp.....	Andrew Stuart.....	330 50	
Vincennes.....	Félix Fortier.....	95 78	
Livaudière.....	George G. Launière <i>et al.</i>	661 33	
Beaumont.....	L. P. H. Turgeon.....	556 03	150 00
St. Michel.....	L. Launière <i>et al.</i>	477 30	150 00
Do (Augmentation).....	T. G. Launière <i>et al.</i>	375 11	238 00
Do do.....	J. T. Taschereau.....	117 30	
St. Valier.....	Heirs de Lanaudière.....	606 52	240 00
Berthier.....	L'Hôpital Général de Québec.....	464 93	
Rivière du Sud.....	Joseph et Louis Nicol.....	37 62	
Do.....	Heirs W. Patton.....	443 53	
Do.....	J. B. et L. C. Dupuis.....	57 97	
Do.....	Godfroi Blais.....	100 76	
Do.....	Jacques Fournier.....	46 54	
Do.....	Eucher Couillard.....	161 82	
Do (Fief St. Luc).....	Dlle. Tétu.....	72 80	
L'Épinay.....	Louis Blais.....	15 87	
Do.....	Jean Bte. Morin.....	16 30	
Do.....	J. Bte. et L. Couillard Dupuis.....	0 07	
Do.....	Godfroi Blais.....	28 58	
Do.....	Heirs Wm. Patton.....	3 77	
Do.....	Eucher Couillard.....	11 02	
Isle aux Grues.....	Dlle. McPherson.....	34 95	
Fournier.....	Eucher Couillard.....	73 30	
Gagné ou Gamache.....	L. A. et J. O. Beaubien.....	32 96	
La Frenaye.....	Dame Augustin Bernier.....	51 14	
Ste. Claire.....	Dames Drapeau.....	7 55	
Vincelotte.....	L. A. et J. O. Beaubien.....	354 50	72 00
Islet Bonsecours.....	O. E. Casgrain.....	319 27	200 00
Do.....	Vve. J. Bte. Belanger <i>et al.</i>	23 55	
Do.....	J. M. Belanger.....	1 45	
Do.....	Joseph N. Martin.....	75 63	
Do.....	Eucher Couillard.....	3 00	
Do.....	Adelaide Gagnon.....	14 72	
Do.....	O. E. Casgrain <i>et al.</i>	48 92	
Islet St. Jean.....	Adelaide Gagnon.....	3 72	
Do.....	Joseph et Gabriel Aubut.....	0 80	
Do.....	Remi Noel Couillard.....	17 47	
Do.....	O. E. Casgrain.....	179 80	
Do.....	Jos. Marie Couillard.....	7 93	
Do.....	Jos. Ed. C. Després <i>et al.</i>	99 58	
Do.....	Dame Angèle Caron.....	15 97	

STATEMENT of the amount distributed by Seigniorial Commissioners.—(Concluded.)

Name of Seignioriy.	Name of Proprietor.	Amount distributed for <i>Lods et ventes.</i>	Amount distributed for <i>Banalité.</i>
		\$ cts.	\$ cts.
Islet St. Jean.....	Joseph Caron.....	1 68	
Lessard.....	Andrew & Henry Stuart.....	143 30	
St. Jean Port Joli.....	P. A. DeGaspé <i>et al.</i>	851 17	200 00
Réoume.....	Do.....	308 05	
St. Roch des Aulnais.....	Amable Dionne.....	1,023 25	
St. Denis de Ste. Anne.....	Elisée Dionne.....	433 27	
Ste. Anne Lapocatière.....	Do.....	993 35	
Rivière Ouelle (La Bouteillerie).....	P. T. Casgrain.....	851 02	480 00
St. Denis de la Rivière Ouelle.....	Heirs Blanchet.....	382 23	
Kamouraska.....	J. V. Taché <i>et al.</i>	1,776 96	292 50
Granville.....	Do.....	2 18	
Islet du Portage.....	Repts. J. S. Campbell.....	383 95	
Verbois.....	W. & E. Fraser.....	747 37	
Rivière du Loup.....	Do.....	299 22	
Le Parc.....	Do.....	1,010 02	
Isle Verte.....	Charles Bertrand.....	388 00	
Do.....	Arch. Campbell.....	4 12	
Do.....	John G. Selon.....	22 85	
Do.....	Jean Bte. Côté.....	10 16	
Do.....	L. N. Gauvreau.....	277 45	
Do.....	Heirs P. Fraser <i>et al.</i>	2 87	
Do.....	Peter Fraser.....	3 39	
Do.....	Simon Fraser.....	6 78	
Do.....	Alexander Fraser.....	1 55	
Trois Pistoles.....	Jean Bte. Rioux (Capitaine).....	184 43	
Do.....	Etienne D'Amour.....	8 35	
Do.....	Eloi Rioux (Seign. Primitif).....	81 98	
Do.....	Nazaire Tétu.....	10 00	
Do.....	Repts. Capt. Jean Bte. Rioux.....	25 93	
Do.....	Heirs Benj. Rioux.....	10 60	
Do.....	Heirs Paul Rioux.....	48 35	
Do.....	Louis Bertrand.....	18 76	
Do.....	François Rioux (Pilote).....	5 37	
Do.....	Jean Bte. et François Rioux.....	17 70	
Do.....	Pierre Rioux.....	44 37	
Do.....	Louis Leclère.....	4 93	
Do.....	Léandre Beaucher dit Morency.....	6 24	
Do.....	Philippe Renouf.....	33 33	
Nicolas Rioux.....	Dames Drapeau.....	613 33	
Bic.....	W. D. Campbell.....	332 65	
Rimouski.....	Dames Drapeau.....	397 75	200 00
Do.....	Edouard Pouliot.....	4 23	
Do.....	Charles Lepage.....	7 60	
Do.....	Victor Rehel.....	0 50	
Do.....	Alexandre et Etienne Côté.....	2 60	
Do.....	Pierre Gagné dit Belleavance.....	3 25	
Do.....	Jean Lepage.....	10 90	
Do.....	André Côté.....	11 27	
Lessard ou Lamollaité.....	Dames Drapeau.....	143 68	200 00
Lepage et Thiburge.....	Do.....	654 52	
Pachot.....	Do.....	54 00	120 00
Pieras ou Melis.....	A. & D. Ferguson.....	76 38	
Matane.....	M. & A. Fraser <i>et al.</i>	130 10	
Shoolbred.....	John N. Campbell <i>et al.</i>	100 85	
La Grande Rivière.....	Charles Robin <i>et al.</i>	10 55	
Ste. Anne des Monts.....	John LeBoutillier.....	9 27	
		\$45,552 13	\$7,088 30

THE SEIGNIORIAL FUND, IN ACCOUNT WITH THE PROVINCE OF CANADA.—(Concluded.)

1860.	Drs.	Interest.	Days		Cts.	Interest.
			\$	cts.		
Jan. 5	To paid Seigniors, per Commissioners	\$ 5,014 07	301	365	By Balance from 1859	\$ 57,803 21
Feb. 21	To paid S. Lelievre for expenses of Commission	408 98	311		By Interest	
April 13	To paid Reverend Ladies Hotel Dieu, Montreal	37 46	262			
April 20	To paid S. Lelievre for expenses of Commission	335 31	255			
May 30	To paid F. P. Pominville for services attending Court of Revision	35 34	215			
June 20	To paid F. G. Johnson do do	31 89	194			
July 7	To paid sundry Seigniors, per Commissioners	727 37	177			
July 7	To paid S. Lelievre for expenses of Commission	232 76	177			
July 27	To paid sundry Seigniors, per Commissioners	1,316 62	157			
Oct. 1	To paid S. Lelievre for expenses of Commission	119 67	91			
Dec. 13	do do do	23 67	13			
Dec. 21	To paid F. P. Pominville for services attending Court of Revision	1 15	10			
Dec. 31	To paid F. G. Johnson do do	19,288 89				
	To Balance of Interest	797,063 03				
		\$1,010,049 63				\$1,010,049 63
1861.						
March 30	To paid S. Lelievre for expenses of Commissioners	362 95	276		By Balance from 1860	\$ 47,820 78
April 4	To paid F. P. Pominville, advocate, for professional services	71 27	271		By Interest	
April 6	To paid F. G. Johnson, Q. C., for do	70 74	269			
May 7	To paid sundry Seigniors, per Commissioners	1,509 99	238			
May 23	do do do	320 43	222			
June 22	To paid S. Lelievre for expenses of Commissioners	504 99	192			
		\$ 47,820 78				\$ 47,820 78

1861.	Drs.	Interest.	Days		Cts.	Interest.
			\$	cts.		
June 26	To paid F. G. Johnson, balance due for professional services	15 21	188		By Balance brought down, being the net amount applicable to this service, on this date	\$614,981 41
do	To paid sundry Seigniors, per Commissioners	23 55	188			
Aug. 9	To paid F. P. Pominville balance due for professional services	11 61	144			
Aug. 22	To paid sundry Seigniors, per Commissioners	1,904 59	131			
Sept. 28	do do do	39 25	94			
Sept. 30	To paid S. Lelievre for expenses of commission	120 98	92			
Oct. 30	To paid sundry Seigniors, per Commissioners	1 30	83			
Nov. 26	do do do	165 73	35			
Dec. 12	do do do	6 35	19			
Dec. 31	To Balance of Interest	42,101 84				
do	To Balance to 1862	614,981 41				
		\$47,820 78				\$47,820 78

T. D. HARINGTON,
Deputy Receiver General.

(Signed)

E. & O. E.—RECEIVER GENERAL'S OFFICE,
Quebec, May 2, 1862.

(No. 984.)

AUDIT OFFICE,

Quebec, May 6th, 1862.

SIR,—I have the honor to enclose a Return in answer to the Address of the House of Assembly, respecting the Seigniorial Tenure :

1st—The total expenditure, under the heads required, is given from year to year, distinguishing that paid by the Commissioners from that paid by separate warrants.

2nd—The total amount paid to Seigniors is given from year to year, but I have no means of knowing the details of the distribution.

3rd—I have no information upon the subject.

4th—The capital of the Fund set apart has not been invested in Government Securities or deposited at interest in any bank, but an interest account has been kept in the books of the Province, and the Fund has had credit for the balance of interest every year. The balance of interest, up to December 31st, 1861, has been \$429,252 28 in favor of the Fund.

I have the honor to be, Sir,

Your obedient servant,

(Signed.)

JOHN LANGTON,

Auditor.

Hon. C. ALLEYN,
Provincial Secretary.

STATEMENT, in detail, of the Expenditure incurred by the Seigniorial Tenure Commission, from the date of its appointment up to the 31st December, 1861; shewing, for each year, and up to 31st December last, the following particulars:—The Salaries of the Commissioners; of the Secretary and Clerks; of the Surveying Department; Travelling Expenses; Rent and Taxes; Fuel; Stationery and Printing; Postages and Telegraphic Despatches; Completion of Schedules; Publication of Notices; and Professional Services. Also, the Amount distributed by the Commission to Seigniors of Fiefs and Seigniories in Lower Canada; likewise the amount of interest accrued on the sums set apart for the said indemnity during the period above mentioned.

PREPARATORY EXPENSES, AND EXPENSES PAID OUT OF THE SEIGNIORIAL FUND.

	\$	cts.
George Futey, preliminary expenses of carrying out Seigniorial Act.....	1,000	00
J. A. Beaudry, Clerk of Special Court.....	480	00
Disbursements on account of Court of Appeals.....	309	43
E. G. Penny, Reporter.....	1,503	00
Printing Seigniorial Reports. (\$14,846 80, less \$7,235 92, paid by Legislative Assembly).....	7,610	88
T. J. J. Loranger, professional services.....	4,166	00
J. R. Angers, do do.....	4,200	00
J. B. Turcotte, do do.....	1,900	00
E. Bernard, do do.....	2,600	00
L. T. Drummond, do do.....	1,500	00
F. P. Pominville, do do.....	3,792	00
F. G. Johnson, do do.....	3,792	00
	32,853	81

Heads of Expenditure.	Up to Dec. 31, 1857.	1858.	1859.	1860.	1861.	Totals.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Salaries of commissioners do Secretary and Clerks.....	41,278 00	10,950 00	15,182 19	14,640 00	16,425 00	98,475 19
do Surveyor's Office.....	11,949 74	7,384 64	8,255 25	6,326 69	5,282 50	39,198 82
Travelling expenses.....	10,255 40	2,501 57	2,183 80	1,819 58	2,032 75	18,793 10
Rent and taxes.....	5,473 72	1,687 35	2,375 00	1,510 00	584 00	12,630 07
Fuel.....	2,400 00	1,046 00	1,212 00	1,039 00	879 00	6,576 00
Stationery and printing..	776 00	253 85	264 04	164 30	257 30	1,715 49
Postages and telegraphic despatches.....	2,700 35	278 51	311 71	1,010 41	6,252 56	10,553 54
Professional services.....	383 73	410 87	248 18	150 02	79 14	1,271 94
Completion of Schedules	710 00	900 00	900 00	4,611 38	60 00	6,281 88
Publication of Notices...	25,304 20	5,592 19	3,271 95	3,575 72	2,462 70	40,206 76
Contingencies.....	2,127 67	234 08	295 15	1,242 31	208 45	4,107 68
	7,526 03	3,357 01	1,308 28	1,631 66	1,318 45	15,141 43
	\$110,174 84	\$34,406 57	\$36,507 55	\$37,721 07	\$35,841 85	\$254,951 88
Amount paid Seigniors...	\$264,421 80	\$255,413 77	\$104,500 00	\$169,636 60	\$187,949 46	\$981,921 63

RECAPITULATION.

	\$ cts.	\$ cts.
Amount capitalized, £208,011 2 0		
Voted by Legislature, 150,000 0 0		
Receipts from Commutation Fund....	1,434,414 40	
Balance of Interest.....	23,707 33	
	429,052 28	
	\$1,887,204 01	
Preliminary expenses.....		\$ 32,553 31
Expenses of Commission.....		254,951 88
Paid Seigniors.....		981,921 63
Balances in hands of Commissioners...		2,495 77
Balance at credit of Fund.....		614,981 41
		\$1,887,204 01

AUDIT OFFICE,
Quebec, May 6th, 1862.

(Signed.)

JOHN LANGTON,
Auditor.

OFFICE OF THE SEIGNIORIAL COMMISSION,
Montreal, May 20th, 1862.

SIR.—In reply to your letter of the 15th ultimo, I have the honor to enclose the several statements asked for by the Address of the Legislative Assembly of the 7th of April last.

Nos. 1 & 2.—Statement of the Annual Revenue and Capital distributed by the Commissioners to the Seigniors of the several Fiefs and Seigniories in the Districts of Montreal and Three Rivers.

No. 3.—Statement of the Expenditure incurred by the Montreal Department of the Seigniorial Tenure Commission, from the date of its appointment up to the 31st December, 1861.

No. 4.—Statement of the amount paid to the Seigniors "as Interest on the Capital awarded," up to the 31st December, 1861; and also of the Balance remaining due to them up to the same date.

I have the honor to be, sir,

Your very obedient servant,

(Signed,)

HENRY JUDAH,
Commissioner

To the Honorable
The Provincial Secretary.

No. 1.—STATEMENT of the Amount of *Lods et Ventés*, *Banalité*, Annual Revenue, and Capital, distributed by the Commissioners to the Seigniors of the several Fiefs and Seigniories in the DISTRICT of MONTREAL; Soulanges, and Nouvelle Longueuil excepted, judgment not being rendered.

Ref. No.	Seigniories.	Proprietors.	Lods & Ventés.	Banalité.	Annual Revenue.	Capital.
			\$ cts.	\$ cts.	\$ cts.	\$ cts.
1	Argenteuil.....	Heirs C. C. Johnson.....	1,077 34		1,077 34	17,855 67
2	Beauharnois.....	Right Hon. Edward Milice.....	1,733 45		1,733 45	78,390 83
3	Bellevue.....	Joseph Chicoine.....	43 01		43 01	710 83
4	Belœil.....	Madame de Monténach.....	1,283 44	120 00	1,403 44	23,390 66
5	Berthier.....	B. O. Cuthbert.....	788 72	120 00	908 72	30,290 68
6	Blainville.....	1-2 C. A. Cuthbert.....	788 72	120 00	908 72	22,114 84
7	Blouay.....	* G. J. Monk.....	1,176 89	150 00	1,326 89	23,215 50
8	Boucours.....	Mrs. Widow W. P. Christie.....	1,392 93		1,392 93	12,098 50
9	Boucherville.....	A. Massue.....	725 91		725 91	5,890 67
10	Boucherville (arrière fiefs).....	R. C. Weibrenner.....	239 44		239 44	737 33
11	Boucherville.....	R. C. Weibrenner.....	44 24		44 24	3,091 83
12	Boucherville (part of T. R. B. V. de Boucherville).....	Louis Lacoste.....	185 51		185 51	2,920 83
13	Boucherville.....	1-3 J. V. de Boucherville.....	58 42		58 42	2,292 17
14	Boucherville.....	1-3 Madame Robitaille.....	58 41		58 41	1,577 33
15	Boucherville.....	T. B. de Grosbois.....	94 64		94 64	2,052 50
16	Boucherville.....	J. B. de la Broquerie.....	123 15		123 15	1,047 84
17	Boucherville.....	P. E. Malhot.....	62 87		62 87	49 58
18	Boucherville.....	J. B. P. Lalumière.....	63 83		63 83	1,063 84
19	Boucherville.....	Hon. C. S. DeBleury.....	10 13		10 13	168 84
20	Boucherville, (part of Hon. P. B. de Boucherville).....	Mesdames Petit & Roy.....	148 44		148 44	4,948 00
21	Boucherville.....	1-2 Dr. Chs. de Boucherville.....	148 44		148 44	173 17
22	Boucherville.....	Heirs Amélie de Boucherville.....	10 39		10 39	475 50
23	Boucherville.....	Hon. D. Montelet.....	28 53		28 53	93 66
24	Boucherville.....	Laurent M. Quintal.....	5 62		5 62	31 17
25	Boucherville.....	Felix Lussier.....	1 87		1 87	30 00
26	Boucherville.....	G. L. F. D'Escherehault.....	1 80		1 80	3,194 16
27	Bourchemin Ouest.....	Rom. Vaquent.....	311 65		311 65	3,797 00
28	Bourchemin Est.....	A. Massue.....	227 82		227 82	7,499 83
29	Bourchemin Est.....	H. G. Forsyth.....	449 99		449 99	4,023 66
30	Bourgnarie, Ouest.....	O. G. Forsyth.....	241 42		241 42	6,533 33
31	Chambly, Ouest.....	Hon. James Leslie.....	392 00		392 00	13,493 34
		A. Massue, fils.....	809 60		809 60	
		Heirs William Yule.....				

32	Chambly, Ouest.....	Albine B. Cherrier.....	436 47		436 47	7,274 50
33	Chambly Ouest.....	John Yule.....	509 49		509 49	8,491 60
34	Chambly Ouest.....	Heirs William Yule.....	130 83		130 83	2,180 50
35	Chateauguay.....	Grey Nunery.....	2,135 54	480 00	2,165 54	43,592 33
36	Chicot & Isle Dupads.....	N. Héault.....	223 75		223 75	3,729 16
37	Chicot & Isle Dupads.....	J. Courchaine.....	14 96		14 96	249 33
38	Claus.....	7-12 Andrew Heron.....	230 68		230 68	6,590 34
39	Contrecoeur.....	1-12 Mrs. William Stewart.....	32 94		32 94	18,414 50
40	Contrecoeur.....	1-12 Miss A. M. Genie.....	32 94		32 94	9,496 67
41	D'Aillebout.....	3-12 Mrs. C. A. M. Lyons.....	98 86		98 86	1,907 83
42	D'Aillebout.....	John Fraser.....	1,104 87		1,104 87	1,555 17
43	D'Aillebout.....	Mrs. L. Lévesque.....	569 80		569 80	595 17
44	D'Aillebout.....	Mrs. William Bercy.....	119 87		119 87	1,261 83
45	DeLéry.....	Mrs. Arthur Lamothé.....	35 71		35 71	38,307 67
46	DeBartzeh.....	P. L. Panet.....	75 68		75 68	17,752 67
47	DeLorme.....	2-3 M. & A. Robertson.....	1,534 70		1,534 70	95,797 17
48	De Ramezay, (S.).....	1-3 M. E. Roc.....	767 36		767 36	23,169 50
49	De Ramezay, (S.).....	Hon. J. T. Drummond.....	1,065 16	139 00	1,647 83	2,239 00
50	De Ramezay, (N.).....	Hon. S. C. Monk.....	1,412 83		1,412 83	2,101 83
51	De Ramezay, (N.).....	D. S. Ramsay.....	1,330 17		1,330 17	1,584 34
52	De Ramezay, (N.).....	Hon. James Leslie.....	134 34		134 34	1,050 50
53	Dessaulles.....	Mrs. B. Abbott.....	126 11		126 11	35,256 83
54	Dugès.....	P. L. Panet.....	95 06		95 06	255 66
55	Durabie.....	M. Arthur Lamothé.....	63 63		63 63	5,048 17
56	Foucault.....	Hon. J. A. Dessaulles.....	3,090 41	225 00	3,315 41	7,655 83
57	Guillaudière.....	Antoine Decelles.....	15 34		15 34	841 67
58	Hébert.....	E. C. Cuthbert.....	338 89		338 89	68 33
59	Isle Bizard.....	Widow & Heirs Allard.....	459 35		459 35	6,664 66
60	Isle Bouchard.....	A. Massue.....	50 50		50 50	1,420 84
61	Isle de Montréal.....	Louis Hébert.....	4 10		4 10	336,719 66
62	Isle Jésus.....	Hon. D. B. Viger.....	393 88		393 88	87,228 66
63	Isle Perrot, (Partie Est).....	Charles Dorion.....	85 25		85 25	2,897 83
64	Isle Perrot, (Fiefs).....	Seminary of St. Sulpice.....	20,203 18		20,203 18	1,822 33
65	Isle Perrot, (Partie Ouest).....	Seminary of Quebec.....	4,933 72	240 00	5,233 72	3,752 00
66	Isle St. Pierre.....	Joseph D'Aoust.....	173 87		173 87	64 67
67	Isle St. Tréphère.....	1-2 Joseph D'Aoust.....	109 34		109 34	1,131 17
68	Isle de Yarenes.....	1-4 Mrs. Toupin.....	112 56		112 56	218 66
		1-4 Mrs. LeTourneux.....	112 56		112 56	
		1-2 Mrs. Toupin.....	2 58		2 58	
		1-2 Mrs. LeTourneux.....	1 30		1 30	
		2-3 Messrs. Ferland & Bouchier.....	67 87		67 87	
		1-3 Mr. Roch.....	13 12		13 12	
		J. Ainsie.....				
		J. B. de la Broquerie.....				

No. 1.—STATEMENT of the Amount of *Lods et Ventes*, *Banalité*, Annual Revenue, and Capital, &c.—(Continued.)

Ref. No.	Seigniories.	Proprietors.	Lods & Ventes.	Banalité.	Annual Revenue.	Capital.
			\$ cts.	\$ cts.	\$ cts.	\$ cts.
69	Jonison.	H. O. Andrews.	40 75		40 75	679 16
70	Lac des Deux-Montagnes.	Secretary of St. Sulpice.	Included in Sale de Montréal.			
71	Lachenaie.	Hon. J. Pangnau.	2,415 14	120 00	2,535 14	42,252 31
72	Lacolle et DeBeaufort.	T. Hoyte.	1,699 49		1,699 49	18,324 84
73	Lamorac.	Hon. Ross Cuthbert.	1,622 69	60 00	1,682 69	28,014 83
74	Larsalle.	Mrs. Selby.	2,395 51	369 00	2,855 51	47,491 83
		Mrs. J. M. Viger.	1,593 25	70 00	1,663 25	
75	St. Assomption & Rivard.	Madame de St. Ours.	706 64	35 00	826 64	58,169 65
		Hon. S. C. Monk.	298 33	10 00	413 33	
		Heirs of Mrs. Kierzkowski.	199 16	7 50	206 66	
		Wm. Workman.	199 16	7 50	206 66	
76	Lavaltrie, (P. Patrien).	G. de Lanaudière.	931 31		931 31	16,621 83
77	Lavaltrie, (F. Joliette).	Madame Joliette.	385 36		385 36	6,422 67
78	Lavaltrie, (E. Lavallée).	Mrs. P. C. Lovel.	249 88		249 88	1,164 78
79	Lavaltrie, (E. Tailleux).	Mrs. Z. Chaput.	220 65		220 65	3,667 44
80	Baronnie de Longueuil.	C. Grand.	4,560 37		4,560 37	70,006 16
81	Martel, (Petit Lac).	A. Massue.	178 69		178 69	2,968 16
82	Martel.	E. M. Vienne.	84 05		84 05	1,400 83
83	Martel.	Charles Vienne.	24 33		24 33	405 50
84	Mille Isles, (2-3 of 1st Con.)	Mrs. C. A. M. Globensky.	543 87	180 00	723 87	24,129 00
		Mrs. M. E. D. Lavolette.	543 87	180 00	723 87	
85	Mille Isles, (1-3 of 1st Con.)	M. de Bellefeuille.	330 16	50 00	380 16	24,253 33
		Heirs de Bellefeuille.	330 16	50 00	380 16	12,672 00
86	Mille Isles, (2-3 of augment.)	Mrs. C. A. M. Globensky.	682 63	20 00	802 63	26,751 34
		Mrs. M. E. D. Lavolette.	682 63	20 00	802 63	
87	Mille Isles, (1-3 of augment.)	J. L. de Bellefeuille.	181 72		181 72	6,057 34
		Heirs de Bellefeuille.	181 72		181 72	
88	Mondelet, (Seigniorie).	Hon. D. Mondelet.	945 20	510 00	1,455 20	24,253 33
89	Mondelet, (Etef).	Heirs J. M. Mondelet.	10 23		10 23	170 50
90	Montréal.	Hon. J. B. Rolland.	2,695 29		2,695 29	44,821 50
91	Nouvelle-Longueuil.	Dr. O. T. Brunet.	374 61		374 61	12,076 84
92	Noyan.	Hon. G. R. S. DeBeaufort.	Judgment not rendered.			
93	Petite Nation.	M. C. Burdon.	1,466 25		1,466 25	24,437 50
94	Plaisance.	Hon. L. J. Papineau.	1,061 53	120 00	1,171 53	19,928 83
95	Prinseau.	Heirs Hon. B. Papineau.	45 00		45 00	750 00
96	Radisson.	Heirs Prinseau.	12 88		12 88	214 66
97	Radisson.	Grey Nunnery.	10 00		10 00	166 66

Ref. No.	Seigniories.	Proprietors.	Lods & Ventes.	Banalité.	Annual Revenue.	Capital.
			\$ cts.	\$ cts.	\$ cts.	\$ cts.
98	Ropartigny.	Mrs. L. M. Viger.	275 71		275 71	4,595 17
99	Rosidre.	Mrs. Bingham.	3,430 62		3,430 62	57,177 00
100	Rougemont.	Madame M. Laframboise.	1,805 88	450 00	2,255 88	37,508 16
101	Rouville.	Madame de Rotterdam.	652 65	400 00	1,052 65	17,544 17
102	Sabroyois.	F. E. Campbell.	739 61	240 00	979 61	16,827 34
103	Sabroyois.	J. E. Clether.	1,770 12		1,770 12	29,302 00
104	St. Armand.	Heirs Dunn.	No Lods & Ventes			
105	St. Blain.	L. R. C. & C. A. C. De Léry.	76 29		76 29	1,271 50
106	St. Clair.	A. Massue.	592 01		592 01	9,897 33
107	St. Clair.	J. M. Mathieu.	8 50		8 50	141 66
108	St. Denis.	H. D'Eschambault.	327 65		327 65	10,921 68
109	St. St. Francois le Neuf.	G. J. F. D'Eschambault.	327 65		327 65	14,217 16
110	St. George.	A. Kierzkowski.	853 03		853 03	19,794 50
111	St. James.	Donald Ross.	827 67	300 00	1,187 67	6,749 16
112	St. Michel & la Trinité.	John Boston.	404 65		404 65	5,855 83
113	St. Normond.	A. Massue.	335 15		335 15	1,068 00
114	St. Ours.	John Pichel.	244 08		244 08	38,058 17
115	St. Sulpice.	Madame de St. Ours.	1,803 49	480 00	2,283 49	10,639 16
116	Sault St. Louis.	Secretary of St. Sulpice.	Included in Sale de Montréal.			
117	Sauvé.	Indians.	609 65		609 65	22,217 16
118	Terrebonne.	Hon. G. R. S. De Beaufort.	Judgment not rendered.			
119	Thérèse.	Madame Masson.	1,448 97	240 00	1,688 97	28,149 55
120	Tremblay.	John Boston.	148 28		148 28	2,471 33
121	Tremblay.	J. B. de la Broquerie.	120 97		120 97	2,016 16
122	Tremblay.	J. B. Lahaie.	49 08		49 08	818 00
123	Varenes.	Jos. Charron.	11 33		11 33	158 51
124	Varenes.	P. Rüssler.	318 99		318 99	5,316 50
125	Varenes.	A. Massue.	2 53		2 53	12 22
126	Varenes.	Meslans Petit and Jolain.	2 53		2 53	5 00
127	Vaudreuil.	E. Malhiot.	5 00		5 00	83 33
128	Vaudreuil, (Fief Choisy).	Mrs. Hon. R. U. Harwood.	1,331 83		1,331 83	22,217 16
129	Verebères.	Charles Whitlock.	Revenue is 70 cts. Quint is \$1.50.			
130	Verebères, (part of T. R. B. V. de Boucherville).	Henrietta Whitlock.	No Lods & Ventes			
131	Verebères, (part of T. R. B. V. de Boucherville).	C. B. de Boucherville.	380 45		380 45	6,311 00
132	Verebères, (part of T. R. B. V. de Boucherville).	J. V. de Boucherville.	43 56		43 56	2,178 00
		Madame Robitaille.	43 56		43 56	
		P. V. de Boucherville.	128 63		128 63	2,113 81
		L. R. C. & C. A. C. De Léry.	1,975 63		1,975 63	32,917 17
		George C. Dessaulles.				
			\$107,490 23	\$5,900 00	\$113,390 23	\$1,889,837 44

N. B.—The Seigniories marked thus (*) are those where an appeal has been made to the Court of Revision.

HENRY JUDAH,
Commissioner.

No. 2.—STATEMENT of the amount of *Lods et Ventés, Banalité, Annual Revenue, and Capital*, distributed by the Commissioners to the Seigniors of the several Fiefs and Seigniories in the DISTRICT of THREE RIVERS.

Ref. No.	Seigniories.	Proprietors.	Lods & Ventés.	Banalité.	Annual Revenue.	Capital.
			\$ cts.	\$ cts.	\$ cts.	\$ cts.
1	Baie du Fobvre.	Mrs. Pacaud.	510 80		310 80	8,514 83
2	Baie du Fobvre.	Widow Lemorise.	2 17		2 17	36 17
3	Baie du Fobvre.	Mrs. Despins.	39 31		39 31	655 17
4	Baie du Fobvre.	Jos. Lemire.	10 85		10 85	160 83
5	Baie du Fobvre.	Mrs. Futoyo.	2 57		2 57	42 84
6	Baie du Fobvre.	Louis E. Manseau.	7 35		7 35	122 50
7	Bécanour.	Theodore Hart.	190 77	200 00	456 77	7,612 81
8	Bécanour.	Heirs S. B. Hart.	76 65		76 65	1,977 50
9	Boucher.	E. M. Hart.	18 55		16 35	3,375 83
10	Bourgmarié Est.	J. S. C. Wartole.	223 89		223 89	3,731 50
11	Carufel.	François Boucher.	258 72		258 72	4,312 00
12	Champlain.	G. W. Wicksteed.	230 54		230 54	3,842 34
13	Commué of Three Rivers.	Corporation.	383 21		383 24	6,387 33
14	Cournoy.	{ 6-7 J. L. de Bellefeuille.	150 55		150 55	2,927 50
15	Courval.	{ 1-7 Miss Le Proust.	25 10		25 10	3,675 17
16	Déguir.	Miriam J. Hart.	220 51		220 51	20,850 50
17	Dorvilliers.	J. S. C. Wartole.	1,251 57		1,251 57	9,017 85
18	Dumontier.	Heirs P. Charost.	37 34		37 34	2,624 17
19	Dutard.	B. C. A. Gugy.	541 07		541 07	13,580 00
20	Gentilly.	Heirs M. Hart.	157 45		157 45	4,554 66
21		L. R. C. & C. A. G. DeLéry.	694 80	120 00	814 80	202 17
22		{ 1-2 Mrs. Desjéts.	136 84		136 54	6,985 67
23		J. L. de Bellefeuille.	12 13		12 13	5,716 83
24	Grandpré.	B. C. A. Gugy.	419 14		419 14	4,859 50
25	Grosbois, Oust.	B. C. A. Gugy.	343 01		343 01	2,294 66
26	Grosbois, Est.	2-3 J. C. A. Gugy.	275 37		275 37	331 33
27	Grosbois, Est.	1-3 Heirs St. Louis.	137 68		137 68	20 00
28	Hertel & Linetot.	J. B. Lottinville.	13 58		13 58	7 86
29	Hertel & Linetot.	Isidore Dugré.	20 00		20 00	131 00
30	Hertel & Linetot.	Mrs. Widow Badeaux.	7 86		7 86	300 00
31	Hertel & Linetot.	Mary McCarthy.	12 00		12 00	200 00
32	Hertel & Linetot.	Ursuline Nuns.	12 00		12 00	111 00
33	Hertel & Linetot.	Etienné Tatin.	No Lods.			1,047 00
34	Hertel & Marsolotte.	Harriet Sawtell.	No Lods.			268 83
35	Hertel & Marsolotte.	J. B. Chartier.	43 66		42 66	1,257 00
36	Hertel & Marsolotte.	D. Kintour.	62 82		62 82	16 67
37	Hertel & Marsolotte.	Heirs M. Hart.	16 13		16 13	
38	Hertel & Marsolotte.	Thomas Burns.	75 42		75 42	
		Isidore Cossette.	1 18		1 18	

39	Hautboe.	Heirs Dunoulin.	56 97		56 97	949 50
40	Hope.	James Armstrong.	108 76		108 76	1,812 66
41	Labadie.	A. L. P. de Courval.	5 93		5 93	98 84
42	Labadie.	Mrs. Dumoulin.	15 16		15 16	252 67
43	Labadie.	J. M. de Tonnancour.	8 50		8 50	141 67
44	Lanquidère.	Heirs S. Gervard.	88 20		88 20	1,470 00
45	La Vallière.	Heirs de Tonnancour.	563 25		563 25	9,387 50
46	Luessuidère.	{ 11-14 Heirs J. Wartole.	141 28		141 28	
		{ 1-14 Miss M. A. L. Legendre.	12 85		12 85	
		{ 1-14 Miss M. A. C. Legendre.	12 85		12 85	
		E. C. Cuthbert.	12 85		12 85	
47	Maskinongé.	Norbert Duchesny.	652 16		652 16	2,997 14
48	Maskinongé.	François Bochet.	146 65		146 65	10,869 34
49	Maskinongé.	Mrs. Duchesny.	66 80		66 80	2,444 17
50	Maskinongé.	N. S. de Carufel.	48 87		48 87	1,114 83
51	Maskinongé.	Jos. Fleury.	25 02		25 02	814 50
52	Maskinongé.	Jos. Dupuis.	2 85		2 85	417 00
53	Maskinongé.	P. Dupuis.	2 85		2 85	47 50
54	Maskinongé.	Heirs S. Gervard.	3 63		3 63	47 50
55	Mariane.	H. W. and A. Trige.	16 85		16 85	60 50
56	Nicolet.	Mrs. Pacaud.	709 13	240 00	949 13	230 84
57	Nicolet.	Mrs. Manier.	119 29		119 29	15,818 83
58	Niverville.	Mrs. Chénvert.	54 49		54 49	1,988 16
59	Niverville.	J. B. de Niverville.	248 98		248 98	908 17
60	Niverville.	Mrs. Widow Badeaux.	13 81		13 81	4,149 67
61	Pierreville.	E. X. Biron.	20 11		20 11	260 16
62	Pierreville.	Abenakis Indians.	53 84		53 84	355 17
63	Pointe du Lac.	Heirs Monour.	38 36		38 36	897 34
64	Pointe du Lac.	Ursuline Nuns.	261 18		261 18	639 33
65	Rivière du Loup.	R. J. Johnston.	920 34		920 34	4,333 00
66	Robert.	{ 1-2 Mrs. C. F. Belle.	244 68		244 68	15,939 00
		{ 1-2 Mrs. Desjéts.	84 55		84 55	3,078 00
67	Roquettaillade.	Heirs Hon. J. Hulo.	84 55		84 55	2,818 16
68	Ste. Anne de la Pérade.	{ 121-168 Heirs J. Wartole.	214 17	512 00	726 17	72,102 88
		{ 14-168 Mrs. LeMaire.	192 00		192 00	
69	St. François du Lac.	11-168 Mrs. M. A. L. Legendre.	22 24		22 24	
		11-168 Miss M. A. C. Legendre.	17 49		17 49	4,445 17
		11-168 Heirs of Mrs. Delisle.	17 49		17 49	
		Abenakis Indians.	60 00		60 00	1,000 00
70	St. François du Lac.	Heirs A. J. Boivert.	243 16		243 16	4,652 67
71	St. Marguerite.	Heirs Delanauère et al.	160 64		160 64	2,677 33
72	St. Marie.	Hon. J. R. Rolland.	270 56	75 00	345 56	5,759 33
73	St. Pierre les Becquets.	Mrs. A. B. Hart.	162 32	45 00	207 32	3,455 33
74	St. Pierre les Becquets.		75 45		75 45	1,257 50
75	Vieuxpont.					
			\$13,061 14	\$1,252 00	\$14,313 14	\$238,552 15

N. B.—The Seigniories marked thus (*) are those where an appeal has been made to the Court of Revision. Montreal, 19th March, 1862. HENRY JUDAH, Commissioner.

STATEMENT of the EXPENDITURE incurred by the Montreal Department of the Seigniorial Tenure Commission from the date of its appointment up to the 31st December, 1861, shewing separately for each year the following particulars, to wit:—

Items of Expenditure.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	Total.
The salaries of the Commissioners.....	\$ 680 00	\$ 720 00	\$ 760 00	7,300 00	7,520 00	7,320 00	8,205 00	\$ 51,955 00
do do Clerks.....	1,005 00	1,439 33	2,332 05	4,215 13	4,115 00	5,478 18	3,332 93	24,928 64
do do Employees of the Surveying Department.....	536 50	1,318 83	1,415 00	187 00	.....	50 00	500 00	1,037 33
Travelling expenses.....	625 00	1,335 00	1,319 00	1,388 53	875 00	886 50	384 00	6,813 03
Rent and taxes.....	310 00	701 00	610 00	632 00	781 50	759 00	746 00	4,342 50
Fuel.....	209 65	171 50	165 00	147 00	136 30	139 80	141 90	1,102 75
Stationery.....	.....	67 83	117 13	137 48	68 25	94 18	189 80	674 73
Printing.....	780 85	37 50	1,002 25	39 00	.....	931 13	6 00	2,796 73
Postage and telegraphic despatches.....	77 72	116 28	244 77	227 06	115 66	100 60	83 02	965 11
Sundry office expenses.....	625 68	311 06	451 22	353 44	323 33	705 81	292 84	3,090 51
Completion of Schedules.....	2,955 83	5,576 73	9,207 37	5,978 79	3,031 00	3,661 19	1,703 20	32,113 81
Publication of Notices.....	189 27	326 82	290 03	93 68	.....	706 78	38 40	1,669 08
Professional services.....	.....	.....	1,100 00	.....	900 00	.....	64 50	2,064 50
	12,984 00	20,112 15	\$26,014 62	\$20,699 11	\$17,690 14	\$23,733 20	\$15,706 31	\$136,793 72

HENRY JUDAH,
Commissioner.

Montreal, 19th May, 1862.

STATEMENT of the Amount which has been paid to the Seigniors "as Interest on the Capital awarded," up to the present date, and of the Balance remaining due to them.

Amount paid to the Seigniors of the several Fields and Seigniories in the Districts of Ottawa, Montreal, and Three Rivers, up to the 31st December, 1861.....	\$ 698,570 17
Balance remaining due to them.....	808 27

HENRY JUDAH,
Commissioner.

Montreal, 19th May, 1862.

RETURN TO ADDRESS.—Statement of payments by the Seigniorial Commissioners, Montreal, on account of the Seignioriy of Rigaud, as per Vouchers filed in the Department of the Receiver General, Quebec.

		£	s.	d.
1856				
August 15.....	Interest on Lods et Ventés, from May 30, 1855, to July 1st, 1856.....	404	1	4
1857				
March 3.....	" " " " July 1st to December 31, 1856.....	186	4	4
July 6.....	" " " " January 1st to June 30, 1857.....	186	4	4
		£776	10	0
1858				
	Equal to.....	\$		c.
January 9.....	" " " " July 1st to December 31st, 1857.....	3106		00
July 3.....	" " " " January 1st to June 30th, 1858.....	744		87
		744		87
1859				
January 13.....	" " " " July 1st to December 31st, 1858.....	342		24
July 2.....	" " " " January 1st to June 30, 1859.....	688		72
1860				
January 12.....	" " " " July 1st to December 31st, 1859.....	688		71
July 2.....	" " " " January 1st to June 30th, 1860.....	688		72
1861				
January 3.....	" " " " July 1st to December 31st, 1860.....	688		71
July 8.....	" " " " January 1st to June 30th, 1861, being also for 6 months since 1st January to 1st July, 1861, of Rentes constitués due by the censitaires for Lods et Ventés commuted by deed of commutation, passed before the Seignior- ial Act of 1854.....	1776		59
1862				
January 4.....	Balance of Revenue, to January 1st, 1862.	13927		93
	Total.....	\$23397		36

T. D. HARRINGTON,
D. R. G.

RECEIVER GENERAL'S OFFICE,
Quebec, June 3rd, 1862.

REPORT

OF THE

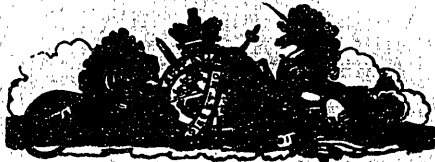
SUPERINTENDENT OF EDUCATION

FOR

LOWER CANADA

FOR THE YEAR 1861.

Printed by order of the Legislative Assembly.



QUEBEC:

PRINTED FOR THE CONTRACTORS BY HUNTER, ROSE & LEMIEUX, ST. URSULE STREET.

1862.



CONTENTS.

	PAGE.
REPORT OF THE SUPERINTENDENT OF EDUCATION FOR LOWER CANADA FOR 1861.....	5
Table exhibiting the progress of Public Instruction in Lower Canada since 1853.....	8
Table showing increase of various descriptions of assessments.....	9
Comparative Table of the number of children following different branches of instruction since 1853..	9
Table showing number of pupils who have attended the Normal Schools.....	10
Table showing number of diplomas granted to pupils of the Normal Schools since their establish- ment.....	10
Erection of Municipalities since 1857.....	11
Rules and Regulations for the examination of Candidates for Teachers' Certificates or Diplomas.....	12
Report of the Jacques-Cartier Normal School.....	64
Report of the McGill Normal School.....	67
Report of the Laval Normal School.....	74

APPENDIX.

Table A.—Amounts levied for Public Instruction in Lower Canada in 1861.....	2
Table B.—Statistics of all Educational Institutions, more particularly those relating to Superior and Second-Class Schools, viz:	
First Division—Superior Schools.....	20
Second Division—Classical Colleges.....	22
Do. Industrial Colleges.....	30
Do. Academies for Boys.....	38
Do. Academies for Girls.....	62
Third Division—Normal Schools.....	102
Recapitulation of Table B.....	107
Fourth Division—Special Schools.....	114
Fifth Division—Primary Schools.....	114
Recapitulation of the five principal divisions.	119
Table C.—Statistics of the Catholic Schools of the Cities of Quebec and Montreal, viz:	
No. 1.—Catholic Schools, Quebec, 1862.....	115
No. 2.—Catholic Schools, Montreal, 1862.....	115
No. 3.—Statement of the number of pupils who have attended the Schools of the Nuns of the Congregation of Notre Dame, in Montreal, 1861.....	116
No. 4.—Statement of the pupils who attend the Schools kept by the Christian Brothers, of Montreal.....	117
Table D.—Indicating the limits of each District of Inspection.....	118
Table E.—Grand Statistical Table, prepared from the Reports of School Inspectors, Commissioners and Trustees, and from those of Superior Educational Institutions, subsidized, for the year 1861.....	119
Statement of Books sent to the School Inspectors, to be given as prizes in 1861 and 1862.....	133
Report on the distribution of the grant for Superior Education, for 1861.....	135
Table shewing the distribution of the grant for Superior Education, for the year 1861, in virtue of Act 18 Vic., chap. 54, viz:	
List No. 1.—Universities.....	136
List No. 2.—Classical Colleges.....	137
List No. 3.—Industrial Colleges.....	137
List No. 4.—Academies for Boys, or mixed.....	138
List No. 5.—Academies for Girls.....	139
List No. 6.—Model Schools.....	141

Table shewing the distribution of the supplementary aid to poor Municipalities, for 1861.....	144
List of Pensions accorded for 1861 to retired teachers.....	148
Statement of the expenses of printing Journals of Education, 1861.....	149
Statement of the receipts and expenditures of the Normal Schools, 1861.....	150
EXTRACTS FROM THE REPORTS OF THE SCHOOL INSPECTORS FOR THE YEAR 1861:	
Extract from the Report of Mr. Inspector Painchaud.....	151
Do. do. do. do. Béchard.....	152
Do. do. do. do. Meagher.....	154
Do. do. do. do. V. Martin.....	155
Do. do. do. do. Tanguay.....	157
Do. do. do. do. Boivin.....	163
Do. do. do. do. Hume.....	166
Do. do. do. do. Béland.....	169
Do. do. do. do. Juneau.....	169
Do. do. do. do. Crépault.....	170
Do. do. do. do. Bardy.....	174
Do. do. do. (Rev.) do. Pless.....	181
Do. do. do. do. Hubert.....	182
Do. do. do. do. Bourgeois.....	183
Do. do. do. do. Maurault.....	185
Do. do. do. do. Hubbard.....	188
Do. do. do. do. Parmelee.....	197
Do. do. do. do. Archambault.....	199
Do. do. do. do. Leroux.....	200
Do. do. do. do. Caron.....	203
Do. do. do. do. Grondin.....	208
Do. do. do. do. Bruce.....	213
Do. do. do. do. Valade.....	220
Do. do. do. do. Dorval.....	225
Do. do. do. do. C. Germain.....	230
Do. do. do. do. Rouleau.....	232
Do. do. do. do. Hamilton.....	234

REPORT

OF THE

SUPERINTENDENT OF EDUCATION FOR LOWER CANADA,
FOR THE YEAR 1861.

MONTREAL, 15th May, 1862.

The Honorable the PROVINCIAL SECRETARY,
Quebec.

SIR,—I have the honor to submit to you my Report, for the year 1860, upon the state of Public Instruction in Lower Canada.

As the Committee of the Legislative Assembly on Printing decided, in 1859, that the Statistics of this Department and the Reports of Inspectors should only be published every third year, I have this year caused these statistics to be prepared so as to give the details, not only of each Inspection District, but also of each municipality. The table relative to Superior Education is also given at length, and as all these documents will form a very voluminous appendix, I shall, in this report, confine myself to such remarks as appear to me indispensable; I have, besides, rather to lay stress upon the observations and recommendations contained in my preceding reports, than to set forth anything new to the habitual readers of these documents.

The most serious obstacle which I have to encounter is the insufficiency of most of the grants which I have to distribute. I have no doubt but that with larger sums, thanks to the impulse already given, and the progressive improvement of the public mind, as respects the subject of education, the Department would speedily attain every desirable result. Even the abuses complained of, or at least the greater part of them, are attributable to this constant want, and a more prosperous state of affairs would afford the means most calculated to remove them.

This inadequacy of the grants will be difficult of comprehension to those who observe each year the very considerable sums which the Legislature adds to the appropriation for Common Schools; but these sums serve partly to make up the deficiency caused by the inadequacy of the revenue from the Jesuits' Estates to provide for the grant to Superior Education, and partly to place the Department in a position to meet the diminution which the excess of the population of Upper Canada over that of Lower Canada threatens to entail in the share of the grant accruing to the latter section of the Province. Notwithstanding the diminution, however, we have been enabled to distribute the same sum as in preceding years, among the various municipalities.

But the apportionment of this sum has not been the same; the erection of a great number of new municipalities, and the increase in the population of all the new settlements have

of necessity, entailed a considerable reduction of the grants to those older municipalities in which the increase in population has been small, and in which the population has even, in some cases, notably diminished.

Although the reduction rarely exceeded a hundred dollars in the payment made on the 1st January last, for the last half of the year 1861, it is not the less true that such a disturbance in the finances of a great number of School Municipalities is a serious matter, and one for which it is urgently necessary to provide a remedy.

The circumstances from which the present financial position of the department have resulted are set forth in a special report presented to the Legislative Assembly a short time after my assuming office, and I have alluded to them in nearly all my subsequent annual reports. I am not ignorant of the difficulties which lie in the way of the Government in this matter, and I am prepared to admit that the total of the sums applied to public instruction forms as large a proportion of the public revenue as in any of the other colonies, with the exception, perhaps, of Prince Edward's Island, which has, however, but few other expenses to bear; at the same time, I should not be doing my duty if I did not protest, whenever an opportunity presented itself, against the false position in which this Department is placed, not only in consequence of the real inadequacy of its finances, but also because they are not what they appear at first sight to be.

I have already stated that an increase of fifty per cent. in the total grant for Common Schools would be necessary to meet the new wants and the natural progress of affairs. In fact, had not the municipalities extensively and generously availed themselves of the permission given them by the Legislature to raise the rates to such an amount as they should see fit, few of them would have been able to keep their schools open. It may, perhaps, be objected that an increase of subsidy would have the effect of lessening this zeal, and that the public chest would suffer without a corresponding benefit accruing to the schools. But while we have every reason to hope for a totally different result from the generous and enlightened municipalities who have set this good example, it might be provided that the increase of the subsidy over a certain amount should be proportioned to the additional sums raised.

Similar, if not greater difficulties occur every year in the distribution of the grant for Superior Education. I thought last year that I should be able to avoid the proportional diminution of two and a-half per cent. which for several years had been made from the various allowances; but although I held out this hope, trusting that the finances of this Department would speedily attain a more favorable condition, I have been compelled, this year, to extend the reduction to the Model Schools which had hitherto been exempt. On the other hand, the institutions of a higher class complain, with reason, of the progressive diminution of their allowances, and represent that the Model Schools ought to be subsidized out of the Common School Fund. Such is, in fact, the case, for the amount required in addition to the revenues of the Jesuits' Estates, and the sum of \$20000 drawn from the consolidated fund, to make up the annual grant for Superior Education, is drawn from the Common School fund, (see the Consolidated Statutes, chapter xv, section 182), and this it is which has, in great measure, absorbed the subsidies which have been voted each year. But in any case it would be better that the subsidies to the Model Schools should be ostensibly and regularly taken, as in fact they are, from the Common

School fund; and that the Superior Education fund should be provided for in a more certain manner, and to such an amount as would, instead of rendering an annual diminution compulsory, allow, on the contrary, of the laying up of certain sums in reserve for those new requirements which, in a country like this, cannot fail to arise.

If I now insist upon these suggestions which I have repeatedly made before, it is because the inconvenience, the uncertainty and the confusion resulting from this state of affairs cannot but increase, and because the necessity of introducing order is urgent.

The two subsidies of which I have just made mention are not the only ones which are insufficient.

That to Poor Municipalities, to be as efficacious as might be desired, should be increased from \$4,000 to \$6,000. That to the Teachers' Savings Fund should also be increased from \$2,000 to \$3,000. There is no true economy in allowing this latter grant to continue so small; for the progressive reduction of pensions, resulting from this course, will necessarily discourage the teachers who contribute to the fund, and will prevent any increase in the number of subscribers. Thus it will sooner or later become absolutely necessary to advance a larger sum than that for which I now ask, or else to give up this institution entirely—a circumstance greatly to be regretted for many reasons, and one which, entailing the repayment of all the sums which have been paid in, would cause a loss to the public chest without being of advantage to any one.

I say nothing for the time about the subsidy in aid of the formation of Parish Libraries, which, in consequence of the state of the finances of the Department, has remained a dead letter in our scheme.

The statement of the accounts of the Normal Schools shews no deficit, but this is entirely due to the fact that the balance to the credit of the Jacques-Cartier school makes up for the very considerable deficit which the accounts of the Laval school yearly present. If there were a department of pupil-teachers at the Jacques-Cartier school, the case would be different. The inadequacy of the total subsidy to the Normal Schools is therefore evident, and at the present time it deprives the vast district of the Jacques Cartier school of the important advantages of a department of pupil-teachers.

Equally urgent is the necessity of erecting suitable buildings to contain these two schools. The arrangements made at Quebec for the installation of the Laval school may be justified by circumstances; but they are far from sufficient. Their purely temporary nature is of itself a very serious disadvantage, and by no means economical.

The old building occupied by the Jacques Cartier Normal School and by the Department of Education has become too confined for the various offices of that Department; the wing occupied by the Normal School is, moreover, seriously out of repair, and I have repeatedly taken an opportunity of representing to the Government that its prolonged occupation would be attended with danger. The whole, moreover, contrasts so deplorably with the beautiful edifices occupied by the Department of Public Instruction and the Upper Canada Normal School at Toronto, that it would be for the honor of Lower Canada to do away, as soon as possible, with the subject of comparison.

Hitherto it has been possible to delay the expenses necessary for the erection of Normal Schools, for their establishment might be looked upon as an experiment; but now

their success, which can be denied by none, demands that they should be installed in buildings more suitable to them, and which should be fitted for their permanent occupation.

If I begin by thus expressing the regret which I feel at seeing the efficacy of this Department limited on so many points by the inadequacy of its pecuniary resources, I do not thereby propose to conceal the other obstacles which present themselves in the abuses which still exist in the execution of our Common School Law.

The principal of these is still the manner in which teachers' salaries are fixed and paid in many municipalities.

The Department strives with all its might against the unfortunate tendency which the commissioners exhibit, to reduce these salaries, and endeavors to see that the payments are made more regularly. Although in a great number of cases it has been possible to repress abuses, there are others in which it is difficult to interfere, and there are even some in which the evil only becomes known when it is too late to remedy it.

Under these circumstances I am of opinion that some Legislative enactment, which would restrain the powers of commissioners as respects the engagement of teachers, and which would provide a more effectual means of punishing secretary-treasurers who apply the school funds to their own use, would have an excellent effect. A clause similar to that contained in the Municipal Act, ordaining that every judgment rendered against a defaulting secretary-treasurer should carry with it *contrainte par corps*, would probably prove one of the best means of remedying the evil.

The general progress of Public Instruction in Lower Canada has been about the same as in preceding years; our statistics even shew, on some points, greater progress than during the last year.

The total amount of progress since 1853, is set forth in the following small table:

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

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	Increase over 1860.	Increase over 1855.	Increase over 1853.
Institutions	2352	2795	2868	2919	2946	2985	3199	3264	3545	81	482	993
Pupils	108284	119733	127058	143141	148798	156872	168148	172155	180845	7690	53787	72561
Contributions.....	\$165848	238032	249136	406764	424208	459396	498426	502859	526219	22360	277032	360371

It will be seen that the increase in the number of institutions, which in 1860 only amounted to 65, reaches 81 in 1861; and that the increase in the number of pupils which was only 4007 in the former year, reaches 7690. That the increase in the amount of contribution which was only \$5,423 in 1860, this year reaches \$22,360. The number of Primary Schools, including those subsidised and those which are independent, which was 3,076 in 1860, this year reaches 3,198, and the number of the pupils attending them, which in 1860 was 144,905, is this year 151,272. This proves that the Primary Schools have made more progress than the Secondary Schools.

The following table of the increase in the various descriptions of assessments also shews very satisfactory results:—

	1856.	1857.	1858.	1859.	1860.	1861.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Assessment to equal grant.....	113,884 87	113,887 08	115,185 09	115,792 51	114,424 76	113,969 29
Do over and above grant.....	93,897 90	78,791 17	88,372 69	109,151 96	123,939 64	130,560 92
Monthly fees.....	173,488 98	208,602 37	231,192 65	251,408 44	249,717 10	264,689 11
Assessment for buildings.....	25,493 80	22,928 63	24,646 22	22,083 57	15,778 23	17,000 00
Total.....	406,776 55	424,209 25	459,396 65	498,436 48	503,859 73	526,219 32

Finally, the Table shewing the progress in each special branch of instruction is equally interesting:—

COMPARATIVE TABLE of the Number of Children following the different branches of Instruction, since 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	Increase over 1860.	Increase over 1855.	Increase over 1853.
Pupils reading well.	27367	32861	43407	46940	48833	52099	64362	67753	75236	7483	31829	
do writing.....	50072	47014	5803 ³	60086	61943	65404	80152	81244	87115	5871	29082	
do learn'g simple arithmetic...	13281	22897	30631	48359	52845	55847	63514	63341	60519	6178	38888	
do do compound arithmetic...	12428	18073	22586	23431	26643	28196	30919	31758	41812	10054	12226	
do Book-keeping.....		799	1976	5012	5500	6689	7135	7319	9347	2028	7371	
do Geography.....	12185	13826	17700	30134	33606	37847	45303	49462	55071	5609	37371	
do History.....	6738	11486	15520	17580	26147	42316	45997	46324	51095	4771	35575	
do French gram.	15353	17852	23260	39328	39067	43807	53452	54214	60426	6212	37168	
do English do	7066	7097	9004	11824	12074	15348	19773	25073	27904	2831	18900	
do Parsing.....	4412	9283	16439	26310	34664	40733	44466	46872	49460	2588	33021	

The details contained in my preceding reports upon the instruction in our Normal Schools, and those contained in the special reports of the Directors of those Institutions, render it unnecessary for me to make any comment upon the two following tables; the

first shows the number of pupils who have attended these schools since their establishment, and the second the number of diplomas granted.

Table of the NUMBER OF PUPILS who have attended the Normal Schools.

School Years.	Jacques Cartier School.	McGill School.			Laval School.			Total Male Pupil-teachers.	Total Female Pupil-teachers.	Grand total.
	Male Pupil-teachers.	Male Pupil-teachers.	Female Pupil-teachers.	Total.	Male Pupil-teachers.	Female Pupil-teachers.	Total.			
1st session, 1857.....	18	5	25	30	22	.....	22	45	25	70
1857 & 1858	46	7	63	70	36	40	76	89	103	192
1858 & 1859	50	7	76	83	34	52	86	91	128	219
1859 & 1860	53	9	72	81	40	54	94	102	126	228
1860 & 1861	52	5	56	61	41	53	94	98	109	207

DIPLOMAS granted to pupils of the Normal Schools since their establishment.

Kind of Diplomas granted.	Jacques Cartier.	McGill.			Laval.			Total Male Pupil-teachers.	Total Female Pupil-teachers.	Grand total.
	Male Pupil-teachers.	Male Pupil-teachers.	Female Pupil-teachers.	Total.	Male Pupil-teachers.	Female Pupil-teachers.	Total.			
Academy.....	2	1	.....	1	5	.....	5	8	.....	8
Model School.....	38	3	61	64	38	40	78	79	101	180
Elementary School.....	43	18	110	128	11	41	52	72	151	223
Total.....	83	22	171	193	54	81	135	159	252	411

The development of our system of public instruction, in all parts of the country, has caused the erection, during the last few years, of a great number of new School Municipalities; and as soon as a new settlement springs up, it loses no time in adopting such a system of organization as enables it to put the school law in operation. The following table exhibits the progress in this respect since the year 1857.

ERECTION of Municipalities since 1857.

New Municipalities.		Old Municipalities divided.	
1857	6	1857	3
1858	2	1858	5
1859	5	1859	1
1860	2	1860	12
1861	15	1861	13
1862 (to 1st May)	5	1862	3
	35		37
		Total	72

The most careful attention of the Council of Public Instruction has been directed to the important subject of the examination of male and female teachers. I append to this report the regulations upon this subject which they have passed, and which, while they grant new Boards of Examiners to certain parts of the country, where they have been long called for, will not fail to raise the standard of knowledge required, and afford a more positive guarantee of ability than those which previously existed.

The Council has also examined and approved a certain number of works for the use of schools, and the compilation of the French reading books, ordered by the Council, is now so far advanced that I hope to be able to submit them for approval at its next meeting.

I must not conclude this report without alluding to the patriotism and courage exhibited by the pupils of several educational establishments, during the critical circumstances in which this country was for some time placed, in offering their services to the Government. Those of the Jacques Cartier and Laval Normal Schools formed themselves into two companies of the active militia force, and in this way more than 80 pupil-teachers were instructed in military drill; by this means military gymnastics may soon be taught in many of our Common Schools, as they now are in nearly all those of the United States.

I have the honor to be, Sir,

Your obedient servant,

P. J. O. CHAUVEAU,
Superintendent of Education.

RULES AND REGULATIONS

FOR THE

EXAMINATION OF CANDIDATES

FOR

TEACHERS' CERTIFICATES OR DIPLOMAS,

IN LOWER CANADA.

Article First.—All Boards of Examiners shall meet on the first Tuesday in the months of February, May, August and November in each year, and not at any other time; except, however, in case there should be no quorum, when the members present, or the Secretary, may adjourn the meeting to a time at least fifteen days later; and notice of such adjournment shall be given to each member at least eight days in advance. It shall not be necessary to give public notice in newspapers of meetings of the Boards of Examiners.

Article Second.—Each candidate must, at least fifteen days before the appointed time, give notice to the Secretary of his intention to present himself for examination; and the names of candidates shall be entered upon a list by the Secretary as their notices are received, and on the day of examination they shall be called in the order in which they are inscribed. The notices of candidates may be made according to form A.

Article Third.—No candidate can be admitted to an examination without having previously deposited with the Secretary of the Board of Examiners, a testimonial of good morals and religious instruction, signed by the *curé* or the minister of his place of residence; and also an extract from the register of baptisms or the civil register of births of his place of nativity, showing that he is at least fully eighteen years of age; in case, however, a candidate can show that it is not in his power to obtain a certificate of birth, it shall suffice if he produce a certificate proving that he is eighteen years of age. The candidate must also declare in writing that he has not undergone an examination before any other Board of Examiners to obtain a teacher's diploma for Lower Canada within the previous six months.

Article Fourth.—Each Board of Examiners shall cause to be kept a Record of Examinations, in which the Secretary shall enter the names of candidates, together with the other information specified in Schedule B, which shall be the form of the Record. The Secretary shall also transmit to the Superintendent of Education, in each month of January, a statistical synopsis of said Record for the year preceding, according to form C.

Article Fifth.—Candidates shall be examined separately and not in presence of each other, except when the tests shall be dictation, arithmetical problems, or composition, which may be undergone simultaneously.

Article Sixth.—Candidates must first write from dictation at least one page of printed text from the third Reader of the progressive series which shall have been approved by the Council of Public Instruction; or until such books shall have been so approved, in French from *le Devoir du Chrétien*, or *l'Abrégé de l'Histoire du Canada*, by Garneau, approved for schools, and in English from *Borthwick's British Canadian Reader*. The page shall be drawn by lot at the time of the trial; and no other mode of indication shall

be used in the dictation than simply reading: If the result of this test contain too many mistakes in orthography, or if the handwriting be not found good, the candidate may be rejected without further examination. The test shall be applied in the two languages when candidates are desirous of obtaining diplomas authorizing them to teach French and English.

Article Seventh.—Candidates must next read aloud one page, selected by lot, in the third Reader of the series approved by the Council of Public Instruction, or in one of the books designated in the preceding article, in a manner showing their capacity to teach reading, and they must also explain the matter read in a way to show they could make it intelligible to pupils. This test must be undergone in the two languages by candidates who desire to obtain diplomas authorizing them to teach in both.

Article Eighth.—The certificates or diplomas of each degree, to wit: for Elementary Schools, Model Schools, and Academies, shall be subdivided into certificates of a first and second class, and shall specify whether the holder is authorized to teach English and French. The wording shall be as in the form, schedule D.

Article Ninth.—When the candidate shall have undergone in a satisfactory manner the two first tests prescribed, the Secretary shall, by order of the Board, write down in the Record, folio and column destined for the purpose, the figures 1, 2 or 3: figure 1 shall indicate that the test was very satisfactory in its results; figure 2, that it was sustained sufficiently well; and figure 3, that the result was not satisfactory. It shall be necessary to take the handwriting into account in summing up the result of the dictation, independently of the orthography. The members of the Board shall then proceed to examine the candidate upon the different branches, in the manner indicated in the article following, and the Secretary shall as before enter upon the Record, by order of the Board, the figures 1, 2 or 3 indicating the result of the examination on each subject. To be entitled to receive the second class certificate it shall be necessary to obtain at least the figure 2 in all tests and subjects of examination. To be entitled to the first class certificate, it shall be necessary to obtain the figure 1 in the two first tests and in at least two-thirds of the subjects of the examination. Candidates who may have failed in only two subjects of examination shall, however, be permitted to demand another trial in each of these subjects, and if the result of this fresh trial be favorable, it shall be substituted for that of the first.

Article Tenth.—Candidates for the Elementary School Certificate must undergo an examination in each of the programmes of schedule F, to wit: French Grammar, English Grammar, Geography, Sacred History, History of Canada, and the Art of Teaching. The questions shall be drawn by lot from among those of the programmes, and not less than four in each programme shall be put. The candidate shall, moreover, as regards arithmetic, solve a problem in fractions and another in the rule of simple interest. Candidates for the Model School Certificate, if they be not already in possession of an Elementary School Diploma, shall undergo the tests above prescribed, and also answer at least four questions in each of the programmes of schedule G, to wit: French Grammar, English Grammar, Geography, Sacred History, History of Canada, Universal History or Histories of England and France, Literature, Book-keeping, Elements of Algebra and Geometry, the Art of Teaching and Agriculture, which questions shall be drawn by lot; and candidates shall, moreover, solve a problem in compound interest, a problem in algebra, and another in mensuration. They shall also be required to write a literary composition upon a subject indicated, for which exercise the maximum time allowed them shall be two hours, during which they must not receive the aid of any person, nor have any book at their disposal, except a dictionary. Candidates for diplomas to teach Academies shall, if not possessed of the Model School Certificate, undergo the same examination as that required for Model schools; and farther, shall answer four questions in each of the programmes of schedule H, to wit: Natural Philosophy, Chemistry, Natural History, Algebra, Geometry and Trigonometry, Astronomy, Universal History, History of France and History of England, Moral and Mental Philosophy, which questions shall be drawn by lot; and the candidate shall also translate from the Latin about half a page of Cæsar's Commentaries, and from the Greek, one of Æsop's fables, with grammatical analysis: the pages shall also be drawn by lot.

The Examiners shall word the questions in those part of the programme in which

merely the subject is indicated as they may judge proper; and there is nothing to prevent them from putting to the candidates other questions than those contained in the programmes if they believe that it should be done, provided the required number of questions drawn by lot, in each programme, shall have been put. To the questions in the English and French grammars, shall be added the grammatical analysis of half a page taken from one of the books mentioned in the sixth Article; and the result of this analysis shall be appreciated jointly with that of the examination upon the subjects of the programmes.

Candidates for certificates to teach in one language only shall not be held to any of the tests or examinations in the other tongue.

Article Eleventh.—When a candidate shall not have obtained the diploma applied for, the Board may grant a delay, at the expiration of which he may again present himself; but the Board shall not be bound to examine a candidate thrice rejected.

Article Twelfth.—The Secretary shall preserve the dictation and composition written by the candidates. During the fifteen days following each session of the Board, he shall transmit to the Superintendent of Education a list in duplicate of the certificates granted, after the form, schedule B.

Article Thirteenth.—Female candidates for diplomas to teach Academies shall be exempt from examination in Greek and Latin. Candidates for Model Schools Certificates and certificates for Academies may choose between an examination in Universal History or the histories of England and France, the first exempting them from the two last.

Article Fourteenth.—The Superintendent of Education, or any person delegated by the Council of Public Instruction, may at all times inspect the Record and all documents of each Board of Examiners.

Article Fifteenth.—The Superintendent of Education shall furnish the divers Boards of Examiners with the diplomas, records, blank forms, books, maps and globes necessary to carry out the present Regulations. The expenses shall be charged to the account he is authorized to open, as casual expenses of the Department of Education incurred in carrying out the regulations of the Council of Public Instruction.

Article Sixteenth.—The Boards of Examiners authorized to grant certificates for Academies and Model Schools may devote exclusively one or two of their quarterly sessions to the examination of candidates for these two kinds of diplomas, and only grant such during the sessions so set apart. They shall give notice of their having done so in the *Journal de l'Instruction Publique* and the *Journal of Education for Lower Canada*. Two insertions shall suffice.

Article Seventeenth.—Henceforth, no Inspector of Schools shall be appointed Secretary to a Board of Examiners; and any Secretary of a Board of Examiners who may be appointed Inspector of Schools shall vacate his office of Secretary.

The above Rules and Regulations, passed by the Council of Public Instruction of Lower Canada, at the tri-monthly meeting of the Council, held on the 11th November, 1861 were approved by His Excellency the Governor General in Council, on the 18th March, 1862; and they shall take effect on and after the First day of July next.

LOUIS GIARD,
Recording Clerk.

SCHEDULE A.

FORM OF APPLICATION TO BE ADMITTED TO EXAMINATION.

To the Secretary of the Board of Examiners of

SIR,

This is to inform you that I

a native of

aged

residing

and belonging to the

Religion, [or Church,] intend to present myself for examination before the Board of Examiners of

at its session in the month of

ext, to obtain a diploma for

To this application I annex a certificate of birth [or of age], and a testimonial of good morals and religious instruction; and farther, I declare not to have undergone an examination by any Board of Examiners in Lower Canada to obtain a teacher's diploma during the last six months.

(Signature of the Candidate.)

SCHEDULE B.

Date of examination.	Name of candidate.	Where born.	Residence.	Age.	Religion.....	Name of the curé or minister who signed the testimonial of good morals and religious instruction.

RESULTS of test and examinations.

French Reading.	English Reading.	French dictation.	English dictation.	French Reading elucidated.	English Reading elucidated.	Writing.	French grammar.	English grammar.	Geography.	Book-keeping.	Sacred History.	History of Canada.	Arithmetic.	Art of teaching.	Elements of agriculture.	Algebra.	Mensuration.	Literary Composition.	Elements of literature.	Universal History.
History of France.	History of England.	Geometry.	Astronomy.	Chemistry.	Natural philosophy.	Natural History.	Latin, translated from Caesar.	Greek, translated from Esop's Fables.	Mental and Moral Philosophy.	Degree and class of diploma granted.		Time to which the candidate has been put off for a new examination, if unsuccessful.								

C.

FORM of Statistical synopsis to be transmitted annually to the Superintendent.

DIPLOMAS GRANTED TO MALE TEACHERS.								
Date of each session of the Board.	No. of days during which each session of the Board lasted.	No. of candidates examined.	No. of diplomas for Academics. 1st. class.	No. of diplomas for Academics. 2nd. class.	No. of diplomas for Model schools. 1st. class.	No. of diplomas for Model schools. 2nd. class.	No. of diplomas for Elementary schools. 1st. class.	No. of diplomas for Elementary schools. 2nd. class.

TOTAL.

DIPLOMAS GRANTED TO FEMALE TEACHERS.

No. of diplomas for Academies. 1st. class.	No. of diplomas for Academies. 2nd class.	No. of diplomas for Model Schools. 1st. class.	No. of diplomas for Model Schools. 2nd. class.	No. of diplomas for Elementary Schools. 1st. class.	No. of diplomas for Elementary Schools. 2nd. Class.

TOTAL.

D

FORM OF DIPLOMAS FOR ACADEMIES.

We hereby certify that _____ a native of _____ aged _____ residing _____ and belonging to the _____ Religion [*or Church*], having produced a testimonial of good morals and religious instruction signed by _____, and having in a very satisfactory manner undergone an examination in _____, and in a satisfactory manner in _____ he has received a diploma of the _____ class authorizing him to teach French and English [*or one of the two as the case may be*] in all the Academies and Schools in [*describe here the territorial jurisdiction of the Board.*]

In witness whereof, by order of the members of the Board we have hereunto affixed our signatures and the seal of the said Board, this day of _____ in the year _____

President.
Secretary.

FORM OF DIPLOMAS FOR MODEL OR ELEMENTARY SCHOOLS.

We hereby certify that _____ a native of _____ aged _____ residing _____ and belonging to the _____ Religion [*or Church*], having produced a testimonial of good morals and having undergone an examination in a very satisfactory manner in _____, and in a satisfactory manner in _____ he has received a diploma of the _____ class authorizing him to teach French and English [*or one of the two as the case may be*] in all Model and Elementary Schools [*or in Elementary Schools only as the case may be*] in [*describe here the territorial jurisdiction of the Board.*]

In witness whereof, by order of the Board we have hereunto affixed our hands and the seal of the said Board this day of _____ in the year _____

President.
Secretary.

E

List of Diplomas granted by the Board of Examiners of _____, during its Session in _____

DIPLOMAS FOR ACADEMIES.

FIRST CLASS.

A. B. _____, a native of _____, aged _____ years. [*State of what religion.*]

SECOND CLASS.

C. D. , a native of , aged years. [*State of what religion.*]

DIPLOMAS FOR MODEL SCHOOLS.

FIRST CLASS.

A. B. (widow of C. D., *as the case may be*), a native of aged years. [*State of what religion.*] E. F. (1)

(1) E. F. shall signify that the diploma is for English and French. The names are to be arranged by alphabetical order.]

SECOND CLASS.

C. D. , a native of , aged years. [*State of what religion.*] E.

DIPLOMAS FOR ELEMENTARY SCHOOLS.

FIRST CLASS.

A. B. (married to C. D. *as the case may be*), a native of aged years. [*State of what religion.*] E.

SECOND CLASS.

C. D. , a native of , aged years. [*State of what religion.*] F.

SCHEDULE F.

PROGRAMME No. 1.

ENGLISH GRAMMAR.

I.

1. What is Grammar?
2. How many letters are contained in the English Alphabet?
3. What is a syllable?
4. How are the sounds of syllables represented?
5. What is the series of letters called?
6. How many sorts of letters are there?
7. How many vowels are there?
8. How many sorts of words are there?

II.

9. What is an article?
10. How many articles? What are they?
11. In what sense is a noun taken without an article to limit it?
12. Is *a* used before nouns in both numbers?
13. How is *the* used?
14. In what case is *a* used instead of *an* when the word following begins with a vowel?

III.

15. What is a noun or substantive?
16. What is a proper noun?
17. What is a common noun?

IV.

18. What is number ?
19. How many numbers have nouns ?
20. How is the plural of nouns generally formed ?
21. Are there any nouns used only in the singular ?
22. Are there any which have but the plural ?
23. Name some nouns which have no plural.
24. Name some nouns which have no singular.

V.

25. How do nouns ending in *s*, *o*, *x*, *ch*, and *sh*, form the plural ?
26. How would you form the plurals of nouns ending in *f* or *fe*, and in *y*, preceded by a consonant ?
27. What is meant by gender ?
28. How many genders are there ? Name them.
29. How many cases have nouns ?
30. How is the possessive singular formed ?
31. How is the possessive plural formed ?

VI.

32. What is an adjective ?
33. How many degrees of comparisons have adjectives ?
34. How do you form the comparative and superlative degrees of adjectives of one syllable ?
35. How do you form the comparative and superlative degrees of adjectives of many syllables ?
36. Name some adjectives which form the comparative and superlative irregularly.
37. Do all adjectives admit of comparison ?
38. When is the final consonant doubled before adding *er* and *est* ?
39. When is the adjective placed after the noun ?

VII.

40. What is a pronoun ?
41. How many kinds of pronouns are there ?
42. What are the personal pronouns ?
43. What are the three persons ?
44. Decline the personal pronouns.

VIII.

45. What are the relative pronouns ?
46. How are *who*, *which*, and *that*, applied ?
47. What are the adjective pronouns ?
48. Name some of the possessive and demonstrative pronouns.
49. Name some of the indefinite pronouns.
50. When is *that* a relative pronoun ?
51. When is *that* a demonstrative pronoun ?

IX.

52. What is a verb ?
53. How many kinds of verbs are there ?
54. What does a verb active express ?
55. What does a verb neuter express ?
56. What is a passive verb ?
57. How many persons have verbs ?
58. What is meant by the tenses of verbs ?

X.

59. How many tenses have verbs ? Name them.
60. What is meant by mood ?
61. How many moods ? Name them.
62. How many tenses in the imperative ?
63. How is a passive verb formed ?
64. What is an auxiliary verb ?

XI.

65. What are the two principal auxiliary verbs ?
66. What is a conjugation ?
67. Conjugate the verb *to be*.
68. Conjugate negatively the present and perfect indicative of the verb *to love*.

XII.

69. What is an irregular verb ?
70. How would you distinguish an irregular verb ?
71. Name some of the irregular verbs ?
72. What is a defective verb ?

XIII.

73. How can you find the nominative of a verb ?
74. What must a verb agree with in number and person ?
75. How would you form the third person singular of the present indicative of verbs ending in *ss, sh, ch, x, or o* ?
76. How do verbs ending in *y*, preceded by a consonant, change before the terminations *es, est, eth, and ed* ?
77. What does *will* express in the first person ?

XIV.

78. What is an adverb ?
79. What is an adverb of manner ?
80. What are the adverbs of negation and affirmation ?
81. What are the adverbs of order ?
82. What are the adverbs of place ?
83. What are the adverbs of time ?
84. What are the adverbs of quantity ?

XV.

85. What is a preposition ?
86. Name the principal prepositions.
87. What case does a preposition require after it ?

XVI.

88. What is a conjunction ?
89. What is an interjection ?
90. Name some interjections.

XVII.

91. What are the signs used in punctuation ?
92. Where should the period be placed ?
93. Where is the point of interrogation placed ?
94. Where is the point of exclamation placed ?
95. Where is the colon placed ?
96. Where is the semicolon placed ?
97. For what purpose is the comma used ?

XVIII.

98. What are the signs used in orthography?
99. For what purpose is the hyphen used?
100. When is the dash used?
101. What does the apostrophe denote?

PROGRAMME No. 2.

FRENCH GRAMMAR.

I.

1. How many letters are there in the French Alphabet?
2. How many kinds of letters are there in the French Alphabet?
3. How many kinds of the letter *h*?
4. Give some words in which *h* is mute.
5. Give some words in which *h* is aspirated.
6. What is the article in French?
7. What is called the elided article? the contracted?

II.

1. How many genders are there in French?
2. What purpose do these two genders serve?
3. How many numbers are there in French?
4. What is the plural formed from?
5. How do nouns ending in *s, x, z*, form the plural?
6. How do nouns ending in *au* and *eu* form the plural?
7. What is to be said about the plural of the words *aïeul, aïeul, and aïeul*?

III.

1. What do you call an adjective which determines a noun?
2. What do you understand by a Demonstrative adjective? Possessive adjective? Numeral adjective? Indefinite adjective?
3. What do you call an adjective which denotes the quality of a noun?
4. How many numbers have adjectives?
5. Are adjectives declinable?

IV.

1. How many genders have adjectives?
2. What is the feminine formed from?
4. How do you form the feminine of adjectives ending in *el, et, en, on, ot, and eil*?
4. How do you form the feminine of adjectives ending in *eur* and *eux*?
5. How do you form the feminine of adjectives ending in *f*?
6. What is the feminine of adjectives ending in *e* mute?

V.

1. How many degrees of signification have adjectives?
2. How many comparatives?
3. How many superlatives?
4. Are there adjectives whose comparatives of superiority are formed without the word *plus*?
5. How do adjectives agree with substantives?
6. How do they agree if related to two or more singular nouns?
7. How do they agree with two nouns of different genders?

VI.

1. How many personal pronouns are there ?
2. What are the forms of the first personal pronoun ?
3. What are the forms of the second personal pronoun ?
4. What are the forms of the third personal pronoun ?
5. What are called demonstrative pronouns ? possessive pronouns ? relative pronouns ? indefinite pronouns ?
6. Give an example of each of these pronouns ?

VII.

1. How many leading tenses are there ?
2. What are the other tenses called ?
3. What is the number of moods ?
4. How many tenses in the indicative mood ?
5. What are the tenses formed from the infinitive mood ? from the present participle ? from the past participle ? from the present indicative ? from the past indefinite ?
6. How many tenses in the conditional ?
7. How many tenses in the imperative ?
8. How many tenses in the subjunctive ?

VIII.

1. What are the principal auxiliaries in French ?
2. How is the verb *avoir* an auxiliary ?
3. How many conjugations are there ?
4. How are the conjugations distinguished ?
5. What is a directly transitive or active verb ?
6. What is an indirectly transitive or neuter verb ?
7. What is an intransitive or neuter verb ?

IX.

1. What is a reflective or pronominal verb ?
2. What is an impersonal verb ?
3. How is the past participle of passive verbs written ?
4. How do verbs agree with their subject ?
5. What is the rule for the participle when accompanied by the auxiliary *avoir* ?
6. What is the rule for the past participle when accompanied by the auxiliary *être* ?
7. What is the rule applicable to the past participle of a reflected verb ?
8. What is the rule for the past participle when a verb is applied impersonally ?
9. What is called a conjunctive form of speech ?

X.

1. For what purpose are dots of suspension used ?
2. What does the cedilla indicate ?
3. When is the acute accent used ?
4. When is the grave accent used ?
5. When is the circumflex accent used ?

PROGRAMME No. 3.

GEOGRAPHY.

I.

1. What is geography ?
2. What is the form of the earth ?
3. What are the cardinal points, and how are they placed on maps ?
4. What is a *sea, river, gulf, lake, spring, mouth of a river, confluent* ?
5. What is an *island, peninsula, isthmus, cape, promontory, mountain, volcano* ?

II.

1. How is America bounded ?
2. Why is America called the New World ?
3. Name the six countries of North America, with their capitals.
4. Name the principal bays of North America.
5. What are the chief rivers of North America, and in what seas do they fall ?

III.

1. What are the principal peninsulas of America ?
2. What are the principal affluents of the Mississippi ?
3. Name the countries of South America, with their capitals.
4. What is the most extensive country in South America ?
5. Name the Great Antilles and their capitals.

IV.

1. What are the boundaries of Canada ?
2. Name the principal towns of Canada, and say on what river or lake each is situated.
3. What are the principal lakes of Canada ?
4. Name the principal affluents of the St. Lawrence.
5. What are the principal canals and railroads in Canada ?

V.

1. How many districts is Lower Canada divided into ?
2. How is Upper Canada divided ?
3. What are the most important islands of Lower Canada ?
4. What are the staple exports of Lower Canada ?
5. Which is the oldest town in Canada, and which the most populous ?
6. What is the population of Lower Canada ? and of Upper Canada ?

VI.

1. What are the boundaries of Europe ?
2. What are the three great divisions of Europe, and what countries do they contain ?
3. What is the most extensive country in Europe ?
4. What great sea washes the western shores of Europe ?
5. What are the principal straits of Europe ?

VII.

1. What are the chief towns of the British Isles ?
2. What are the principal rivers in the British Islands ?
3. What are the most important rivers and mountains of France ?
4. What are the principal towns of France ?
5. What mountains divide Sweden from Norway ?

VIII.

1. What are the boundaries of Asia ?
2. Name the capitals of China, Japan, and Siberia.
3. Name the principal towns of Hindostan.
4. Where is the Bay of Bengal situated ?
5. Name the principal mountains of Asia.

IX.

1. What are the boundaries of Africa ?
2. Name the principal rivers of Africa.
3. Where is Egypt situated, and what is the name of its capital ?
4. What are the States of Barbary ?
5. Which is the largest island of Africa ?

X.

1. How is Oceania divided ?
2. What are the principal islands of the Malay Archipelago ?
3. What are the chief towns of Australia ?
4. How do you divide Polynesia ?
5. To what European Power does Australia belong ?

PROGRAMME No. 4.

SACRED HISTORY.

I.

1. Give an account of the creation of the World.
2. Relate the downfall of the first of mankind.
3. What befel the first-born children of Adam and Eve ?
4. What were the causes of the Deluge ?
5. Give an account of the Deluge to the time when Noah left the Ark.
6. How did Noah's children conduct themselves towards their father ?
7. For what purpose was the Tower of Babel commenced, and what resulted from that enterprise ?

II.

8. What is said in Scripture about the calling of Abraham and his covenant with God ?
9. Give an account of the destruction of Sodom and Gomorrah.
10. How was the fidelity of Abraham tried by the Almighty ?
11. Who was the wife, and who were the children of Isaac ?
12. How did Esau's hatred of Jacob originate ?
13. Relate some details in the life of Jacob from the time of his flight until his return to his brother.
14. Relate the history of Joseph.
15. Relate the history of Job.
16. What befel the Hebrews in Egypt after the death of Joseph ?
17. Relate the history of Moses from his birth till he was sent by the Almighty to deliver his people.

III.

18. How did Moses compel Pharaoh to permit the Israelites to depart from Egypt ?
19. How was the Passover ordained ?
20. Give an account of the departure of the Israelites from Egypt.
21. What were the most important miracles which the Almighty wrought in the wilderness for the Israelites ?
22. When and in what manner did God give laws to the Israelites ?
23. What tribe were the priests and sacrificers chosen from ?
24. Why were the Israelites condemned to wander 40 years in the wilderness ?
25. Give an account of the revolt of Korah, Dathan, and Abiron.
26. What was the brazen serpent ?
27. Relate the circumstances which attended the death of Moses.

IV.

28. Who was appointed to succeed Moses as leader of the chosen people ?
29. What were the principal miracles which attended the entrance of the Israelites into the Promised Land ?
30. How did Joshua divide the Promised Land ?
31. What was the condition of the Israelites after the death of Joshua ?
32. How did Gideon free the Israelites from their enemies ?
33. What imprudent vow did Jephthah make ?
34. Relate the history of Ruth.
35. Relate the leading circumstance of Samson's life.
36. Relate the leading circumstances in the life of the Prophet Samuel.

V.

37. How was royalty instituted among the Israelites?
38. What was the behaviour of Saul on the throne, and why was he spurned by the Almighty?
39. Who was Goliath and how was he killed by David?
40. Give an account of the principal actions of David when king of Israel.
41. How did Solomon distinguish himself when he became King of Israel?
42. Give some details of the construction and consecration of the Temple of Jerusalem.
43. What was the conduct of Solomon towards the close of his reign?
44. What was the reign of Rehoboam, the successor of Solomon, remarkable for?
45. What was the general character of the kings of Israel, and how was the kingdom destroyed?
46. Relate the history of Tobias.
47. Who were the most noted kings of Judea, and in what manner did they distinguish themselves?
48. How did Judith save the people of Judea?
49. How did the destruction of the Kingdom of Judea take place?

VI.

50. What was the fate of the Israelites after the destruction of the Kingdom of Judea?
51. What were the principal circumstances in the life of Daniel, before the fall of the Assyrian Kingdom?
52. What was the end of the Babylonish captivity?
53. In what manner did God make use of Esther to save the Jews who were left in Persia?
54. Give an account of the circumstances attending the voyage of Alexander the Great to Jerusalem.
55. Under whose dominion did the Jews fall after the death of Alexander the Great?

VII.

56. Give an account of the martyrdom of the old man Eleazar and of the Maccabees.
57. What was the end of Antiochus?
58. Relate the chief exploits of Judas Maccabæus.
59. What was the condition of Judea from the death of Judas till the accession of Herod?
60. Who was Herod and how came he to be king of Judea?
61. What was the epoch predicted by the prophets for the advent of the Messiah?

PROGRAMME No. 5.

HISTORY OF CANADA.

I.

1. Give an account of the discovery of Canada.
2. What were the principal tribes inhabiting Canada?
3. Give an account of the first attempts made to colonize Canada before the founding of Quebec in 1608.
4. Give an account of Champlain's expeditions against the Iroquois, and name the places discovered in these expeditions.
5. What was the company called the *Cent Associés*? What were its privileges and obligations?
6. Give an account of the capture of Quebec by the English in 1629.

II.

7. How long did the English remain masters of Canada after taking Quebec in 1629?
8. At what time were the Huron missions and the town of Three Rivers founded?

9. At what time did Champlain die? Give a sketch of his qualities.
10. When and by whom was Montreal founded?
11. Relate the manner in which the Hurons were dispersed by the Iroquois.
12. Give an account of the gallant defence of Dollard against the Iroquois.

III.

13. Who was the first bishop of Canada?
14. What contest had Mgr. Laval with M. d'Avangour?
15. In what year was the Sovereign Council established, and how was it composed?
16. What remarkable events occurred in Canada during the year 1665?
17. What *Intendant* contributed most to stimulate the progress of the colony? State the principal facts connected with his administration.

IV.

18. Give an account of the discovery of the Mississippi.
19. Give some account of M. De Frontenac's administration.
20. Give some account of M. de la Barre's administration.
21. What success attended M. Debonville's expedition against the Iroquois?
22. Give an account of the Lachine massacre.
23. What was the success of the three expeditions undertaken against New England to avenge the Lachine massacre?
24. Give an account of the siege of Quebec by Phipps in 1690.
25. Relate the chief exploits of d'Iberville.

V.

26. When was the first great treaty of peace with the Iroquois concluded?
27. What were the attempts made by the British colonies to invade Canada in the interval from 1690 to 1711, and what was their success?
28. How far did Britain extend the boundaries of her colonies in 1713?
29. Give an account of the death of Junonville and the defeat of Washington.
30. Give an account of the battle of the Monongahela.
31. Give an account of the defeat of Baron Dieskau.

VI.

32. What were Montcalm's first exploits in Canada?
33. What preparations did England make for the campaign of 1757?
34. What were the successes obtained by the French in 1757?
35. Describe the battle of Carillon.
36. How many men did Britain equip against Canada, and what was the plan of attack for 1757?
37. What was the number of men capable of bearing arms in Canada?
38. What were the exploits of Wolfe previous to the battle of the Plains of Abraham?
39. Give an account of the first battle of the plains of Abraham.
40. What were the consequences of this battle?
41. Describe the second battle of the Plains of Abraham, in 1760.
42. Relate the circumstances under which the surrender of Montreal took place.
43. Upon what terms was the capitulation signed?

VII.

44. At what period was the possession of Canada guaranteed to Britain?
45. What were the principal stipulations of the capitulation of Quebec?
46. Upon what occasion was Canada invaded by the Americans?
47. Give an account of the capture of Montreal and Three Rivers by the Americans?
48. Give an account of the siege of Quebec by the Americans.

VIII.

49. At what time did the first Legislative Council meet, and what were the most important laws passed?
50. Give a sketch of the administration of Haldimand.
51. What were the principal provisions of the constitution granted to Canada in 1791?

IX.

52. What circumstances led to the war between Britain and the United States in 1812?
53. What was the result of the first military operations of 1812?
54. What part of Canada was the theatre of war in 1813?
55. What was the result of this campaign?
56. Give an account of the defeat of the Americans at Chateauguay.
57. What were the consequences of the victory of Chateauguay?
58. What do you understand by the question of supplies?

X.

59. When was the episcopal seat of Quebec erected into an archbishopric, and who was the first archbishop?
60. At what time was the project of the Union of the Canadas first presented?
61. What were the causes of agitation in Lower Canada from 1827 to 1837?
62. At what place did violence first break out in 1837?
63. What took place at Chambly, St. Denis, St. Charles, and St. Eustache?
64. What events occurred during the same period in Upper Canada?
65. At what time were the Canadas united?
66. What are the principal provisions of the Union Act?

PROGRAMME No. 6.

ART OF TEACHING.

I.

1. What is education?
2. What is teaching?
3. What natural talents should a teacher possess?
4. What should the moral qualities of a teacher be?
5. What is the end aimed at in teaching?
6. Explain how education should be at once physical, intellectual, and moral.
7. What is the true basis upon which to rest school discipline?
8. In what manner can a teacher succeed in gaining a knowledge of his pupils' dispositions?
9. What is the best way to teach children obedience?

II.

10. What is the individual system of teaching?
11. What is the simultaneous system of teaching?
12. What is the mutual system of teaching?
13. What is the mixed or simultaneous-mutual system of teaching?
14. What are the advantages of the simultaneous and simultaneous-mutual systems over others?
15. How can a teacher render his lessons attractive to children?
16. Why is it necessary to arrange the matter taught systematically, even when it is of the most elementary character?
17. Why must the teacher advance from the known to the unknown?
18. In what manner should questions be put to children?

III.

19. What is the best method to teach children the letters ?
20. What is the best method to teach children how to spell ?
21. What is the best method to teach children to read well ?
22. What is the best method to teach children how to write ?
23. What is the best method to teach children how to cipher ?
24. What is the best method to teach children orthography ?
25. What is the best method to teach children geography ?

IV.

26. What should be the aim of the teacher in distributing rewards and punishments ?
27. What faults deserve most to be punished ?
28. What is most deserving of reward ?
29. What is the duty of a teacher towards parents ?
30. What should be the bearing of teachers towards the civil and religious authorities ?
31. What are the responsibilities of teachers towards the public ?

SCHEDULE G.
PROGRAMME No. 1.**ENGLISH GRAMMAR.**

I.

1. What is the etymology of the word syntax ?
2. What is syntax ?
3. What is a sentence ?
4. What is a simple sentence ?
5. What is a compound sentence ?
6. What are the essential parts of a simple sentence ?
7. What is an *explicative sentence* ? What an *interrogative sentence* ? What an *imperative sentence* ?
8. What is an incidental clause in a sentence ?

II.

1. How many parts is syntax divided into ? Name them.
2. What is *concord* ? What is *government* ? What is *position* ?
3. What must a verb agree with in number and person ?
4. When two or more nominatives are connected by *and*, in what number should the verb be ?
5. When two or more singular nominatives are connected by the conjunctions *or* or *nor*, in what number should the verb be ?
6. What must pronouns agree with in number, gender, and person ?

III.

1. What must the relative agree with ?
2. Where is the present participle placed when used as an adjective ?
3. Do neuter verbs admit of an objective ?
4. After what kind of verbs is the past participle used ?
5. Is it proper to place a clause of a sentence between the possessive case and the word following ?
6. What do adverbs qualify ?
7. When are two negatives proper in the same sentence ?

IV.

1. What case is governed by prepositions ?
2. Name some conjunctions, or adverbs, which have corresponding conjunctions.
3. When is an ellipsis proper ?
4. How is the definite article used before adverbs ?
5. How are the words *much* and *many* applied ?

V.

1. How are *conversant with* and *conversant in* applied ?
2. What is the difference between *reduce under* and *reduce to* ?
3. What is the possessive of the pronoun *which* ?
4. When should *hither*, *thither*, and *whither* be used instead of *here*, *there*, and *where* ?
5. When a noun stands before the present participle, in what case should it usually be ?

VI.

1. Is it proper to use both a noun and pronoun as a nominative to the same verb ?
2. Is it proper to use adjectives as adverbs, or adverbs as adjectives ?
3. When the relative is preceded by two antecedents of different persons, with which should it agree ?
4. Has the pronoun *you* always a plural verb when applied to single individuals ?
5. When is *who* applied to inferior animals ?

VII.

1. What is a defective verb ? Name the principal verbs of this class.
2. When should *may* and *might* be used instead of *can* and *could* ?
3. Where should the auxiliary generally be placed in a sentence ?
4. What is the difference between *into* and *in* ?

VIII.

1. What is the difference between *so* and *such* ?
2. What is the difference between *taste of* and *taste for* ?
3. What is the difference between *disappointed of* and *disappointed in* ?
4. What do *that* and *this* refer to when two things are contrasted ?

IX.

1. What is the difference between *will* and *shall* ?
2. Is it proper to use *from* before *hence*, *thence*, and *whence* ? Give the exception.
3. Is the infinitive ever used as the nominative to a verb ?
4. Name some words and the appropriate prepositions by which they should be followed.
5. What is construction ?

X.

1. What is prosody ?
2. What is accent ?
3. What is quantity ?
4. What is emphasis ?
5. What is pause in prosody ?
6. What is tone in prosody ?

PROGRAMME No. 2.

FRENCH GRAMMAR.

I.

1. When are the following substantives masculine and when feminine—*aide, aigle, amour, couleur, couple, délice, orgue, foudre*, and *gens*?
2. What is to be remarked with regard to nouns derived from other languages?
3. When are proper nouns declinable and when undeclinable?
4. What are collective nouns? How many kinds?
5. What are compound substantives?

II.

1. How should you form the plural, 1st, when a noun is composed of two nouns; 2ndly, when a noun is composed of two nouns joined by a preposition; 3rdly, when a noun is composed of a noun joined to a verb, adverb, or a preposition?
2. How should you write the plurals of the words *coupe-gorge, crève-cœur, porte-drapeau*, and *casse-cou*? And why should they be so written?
3. When are *du, de, la*, and *des* employed?
4. When an adjective precedes a noun, in what way is the article supplied? Are there any exceptions to this rule?
5. When does the complement of a collective noun (or of an adverb of quantity) require a preposition, and when an article?

III.

1. When is the adjective related to *nous* and *vous* singular?
2. When does an adjective related to several nouns agree with the last only?
3. What is to be remarked with regard to the adjectives *un, demi, excepté*, &c.?
4. Give an example in which *demi* is written in the feminine plural.

IV.

1. What are the numeral adjectives which sometimes take the sign of the plural?
2. When is *même* an adjective, and when an adverb?
3. What rules is *quelque* subject to?
4. When is *tout* an adjective and when an adverb?

V.

1. When are personal pronouns standing for the subject placed after the verb?
2. Is the pronoun *le* declinable when it stands for a noun?
3. Is the same pronoun varied when it represents an adjective or a verb?
4. When *qui* is preceded by a preposition, can it be applied to things?

VI.

1. In how many cases is *chacun* followed by *son, sa, ses*?
2. In how many cases is it followed by *leur, leurs*?
3. What is the difference between *l'un l'autre* and *l'un et l'autre*?
4. Are there cases in which *on* may be followed by an attribute feminine or plural? Give an example.

VII.

1. When the subjects are connected by *ni*, in what number is the verb?
2. Can a noun or pronoun be governed by several verbs?
3. Are there exceptions to this rule?
4. When is the present used instead of the past?
5. Can a truth belonging to all time be expressed by the imperfect?

VIII.

1. After what kinds of verbs are the tenses of the subjunctive used ?
2. When the first verb is in the present or future, in what tense of the subjunctive should the second verb be ? Give the exceptions.
3. When the first verb is in the imperfect, in what tense of the subjunctive should the second verb be ?
4. Give conjunctions which require the indicative, and conjunctions which require the subjunctive.

IX.

1. Is the present participle ever declinable ?
2. How can you distinguish the present participle from the verbal adjective ?
3. Are all active participles varied when preceded by the direct objective ?
4. In what manner do all passive participles agree ?
5. How do all neuter participles agree ?
6. How do all pronominal participles agree ?
7. What is to be said about participles having the pronoun *en* for their objective,—participles followed immediately by the infinitive,—and participles which have *l'* or the adverb *peu* for their objective ?

X.

1. When should the words *avant*, *autour*, and *plus* be used instead of *enparavant*, *alentour*, and *davantage* ?
2. In how many ways is *plutôt* written ?
3. What is the difference between *avant* and *dévant* ?
4. What is the difference between *quand* and *quant* ?
5. Can *voici* and *voilà* be used indifferently ?
6. What is the difference between *quoique* and *quoi que* ?
7. Name the signs of punctuation and explain their use.

PROGRAMME No. 3.

GEOGRAPHY.

I

1. What are the *equator*, *meridians*, *tropics*, and *polar circles* ?
2. How many zones are there, and how are they called ?
3. What are degrees of latitude and longitude ?
4. What is the number of degrees contained between the poles ?
5. What distance from the poles are the polar circles ?
6. How can you find—1st, the latitude and longitude of a place ; and 2dly, a place the latitude and longitude of which is given ?
7. How can you find the difference of latitude, longitude, and time, between two places ?

II.

1. How many parts is the globe divided into ?
2. How many principal races of men are there ?
3. What are the principal religions ?
4. How many open seas are there ? What are their names ?
5. What are the seas formed by the Great Ocean ?
6. Name the four largest towns of the globe and their respective populations.
7. What is the approximate population of the globe ?

III.

1. Point out the limits, extent and principal divisions of America ?
2. What are the principal straits of America ?
3. What are the gulfs and principal bays of America ?
4. What are the principal rivers of America and where do they fall ?
5. Point out the principal lakes of America.
6. What are the principal mountain chains of America ?
7. What are the most important islands of America ?

IV.

1. How many countries is North America divided into ?
2. Give some particulars of the climate and productions of North America ?
3. What are the boundaries and principal divisions of Canada ?
4. What are the most elevated points in Canada ?
5. Name the principal canals of Canada.
6. What are the rivers and most important islands of Canada ?
7. Give particulars of the productions and commerce of Canada.

V.

1. What are the chief towns of Canada ?
2. What is the population of Upper Canada ? What of Lower Canada ?
3. Give the boundaries, the names of the capitals, and the population of New Brunswick, and of Nova Scotia.
4. Give the boundaries of the American Union.
5. Give the names of the States, with their capitals. What is the population of the American Union ?
6. What are the chief towns of the United States ?
7. Characterize the Government of the United States.
8. Give some particulars respecting the commerce of the United States.
9. What are the boundaries of Mexico ?—its capital ?—its population ?
10. Define the position of Russian America, New Britain and Central America.

VI.

1. How is South America bounded ?
2. Name the chief States of South America.
3. How is Columbia divided ?
4. Name the chief countries of South America and their capitals.
5. Where is Chili situated ?
6. Give particulars of the climate and productions of South America.
7. What is the more common form of government in South America ?

VII.

1. What are the boundaries of Europe ?
2. Name the chief islands and peninsulas of Europe.
3. What are the inland seas of Europe ?
4. What are the principal rivers of Europe, and what countries do they drain ?
5. Point out the principal mountain ranges and their directions.
6. How are most of the States of Europe governed ?
7. Give the boundaries, capitals, and population of the States of Northern Europe.
8. Give the boundaries, capitals, and population of the States of Central Europe.
9. Give the boundaries, capitals, and population of the States of Southern Europe.

VIII.

1. What are the British Isles ?

2. Give some particulars of the manufactures and commerce of Great Britain.
3. Name the chief towns of Great Britain.
4. Describe the climate and productions of France.
5. What are the chief towns of France?
6. What is the most mountainous country of Europe?

IX.

1. Give the boundaries and divisions of Asia.
2. Where are the principal volcanoes situated?
3. What are the principal mountain ranges of Asia?
4. Name the chief rivers of Asia. What countries do they drain?
5. Name the most populous empire of Asia, its boundaries, and its capital.
6. Point out the British possessions in Asia.

X.

1. What are the boundaries and divisions of Africa?
2. Name the principal mountains.
3. What strait separates Europe from Africa?
4. Where does the Nile empty itself?
5. What is the physical aspect of Africa?

XI.

1. What is Oceania?
2. Give the principal divisions of Oceania.
3. Give some particulars of the climate and productions of Oceania.
4. What are the principal European possessions in Oceania?
5. Name the chief towns of Australia.

PROGRAMME No. 4.

HISTORY OF ENGLAND.

I.

1. By what people were the British Isles originally occupied?
2. Why did the Romans give the name of Albion to Britain?
3. How long was Britain under the dominion of the Romans?
4. What people ruled Britain immediately after the Romans?
5. What country did the Anglo-Saxons originally come from?

II.

1. What were the kingdoms founded by the Saxons?
2. What were the kingdoms founded by the Angles?
3. What is called the Heptarchy?
4. Who was the king that established his authority over the entire Heptarchy?
5. Give a sketch of the reign of Alfred the Great.

III.

1. Name some of the kings of the Saxon dynasty.
2. Where was the battle of Hastings fought and who was the victor?
3. Give a sketch of the life of William the Conqueror.
4. Who were the Norman kings?
5. How and when did William Rufus die?
6. What were the results of the battle of Tinchebray?
7. What treaty did Stephen make with Matilda?

IV.

1. Name the principal Plantagenet kings, properly so called.
2. Who was Henry II?
3. How did the dispute between Henry II. and Thomas-a-Becket end?
4. Give some particulars of the life and exploits of Richard Cœur-de-Lion.
5. What was the occasion of the quarrel between John and the Pope?

V.

1. What are the Statutes of the University of Oxford?
2. What is the origin of the title of PRINCE OF WALES given to the eldest son of the Sovereign?
3. How and in what year did Edward II. die?
4. Upon what did Edward III. rest his claim to the crown of France?
5. Where and by whom was John II., king of France, made prisoner?

VI.

1. What was the name of the Welsh chieftain who for a time successfully opposed Henry IV?
2. In whose reign, and in what year, was the battle of Agincourt fought, and who were the victors?
3. What were the terms of the treaty of Troyes?
4. What contest is known as the War of the Roses? What were the principal events of the war?

VII.

1. Name the kings of the dynasty of the Tudors.
2. What did Ireland become under Henry VII?
3. In what year did Henry VIII. ascend the throne?
4. Relate the principal incidents of the reign of Henry VIII.
5. In what reign was Calais restored to France?

VIII.

1. By whom and in what reign was the Protestant faith established in Scotland?
2. What treatment did Mary Stuart receive at the hands of Elizabeth?
3. What was the Armada, and what became of it?
4. Why was Essex beheaded?
5. In what year did the death of Elizabeth take place?

IX.

1. Name the kings of the dynasty of the Stuarts.
2. What was James I. before his accession to the throne of England?
3. How and in what year did Charles I. die?
4. How did Cromwell treat the Irish?
5. By whom was James II. dethroned?

X.

1. In whose reign and in what year was the peace of Ryswick concluded?
2. What general was intrusted with the war under Queen Anne?
3. In what year was the treaty of Utrecht signed?
4. What advantages were secured to Britain by this treaty?
5. What was the most important event of the reign of Anne with regard to Scotland?

XI.

1. Name the British Sovereigns of the house of Brunswick.

2. What was the conduct of George I. towards Ireland?
3. Name the two statesmen who contended for power under George II.
4. In what reign was Canada ceded to Britain?
5. Give a sketch of the American Revolutionary War.

XII.

1. Why was the Prince of Wales appointed Regent?
2. What were the terms of the peace of Amiens?
3. In what struggle was Great Britain engaged against France during the reign of George III.?
4. Under what monarch, and in what year, was the battle of Navarino fought, and who were the victors?
5. Under whose administration and in what year were the R. Catholics emancipated?
6. At what age and in what year did Queen Victoria ascend the throne?
7. What principal wars have been waged by Great Britain during Queen Victoria's reign? What were the theatres of these wars?

PROGRAMME No. 5.

HISTORY OF FRANCE.

I.

1. Who were the first inhabitants of Gaul, and from what country did they come?
2. What was the religion of the Gauls?
3. By whom were the Gauls subdued?
4. Who were the first apostles of the Gauls?
5. How many different tribes were there among the Gauls after the great invasions?

II.

1. By what Prince was the first dynasty founded?
2. In what reign and year, and against whom was the battle of Châlons on the Marne fought?
3. In what year did Clodwig or Clovis ascend the throne?
4. What were the most remarkable events in the reign of Clovis?
5. How did Clovis divide his kingdom?

III.

1. What was the fate of the children of Clodimir?
2. In what manner did Clotaire I. punish Chramne, his eldest son?
3. What was the origin of the contest between Brunehild and Fredegonda?
4. Who were called Mayors of the Palace?
5. In what year was the battle of Testry fought, and what were its results?

IV.

1. Who was the first king of the Carolingian line?
2. In what year did Charlemagne begin his reign?
3. Against what nations were the principal wars of Charlemagne waged?
4. By what Pope, and in what year, was Charlemagne crowned Emperor of the West?
5. What is meant by *Capitularies*?

V.

1. During what reign did the Normans ascend the Loire and Seine the first time?
2. Who were the defenders of Paris when that city was besieged by the Normans?
3. What is meant by the *feudal system*?

4. Where and in what year did the death of Charles the Simple take place?
5. Who was the last king of the Carolingian dynasty?

VI.

1. What is known as the *Truce of God*?
2. Give an account of the first Crusade.
3. What were the consequences of the repudiation of Eleanor by Louis VII.?
4. Who were the Albigenses?
5. What results had the battle of Bouvines?

VII.

1. How was France ruled during the minority of St. Louis?
2. Against what English monarch did St. Louis wage war?
3. Give an account of the crusades undertaken by St. Louis.
4. In what reign did the massacre, known as the *Sicilian Vespers*, take place?
5. Who were the Templars, and to what punishment were they condemned?

VIII.

1. By virtue of what law did Philip VI. ascend the throne?
2. When, and by whom, were the battles of Sluys and Cressy won?
3. Where did the death of John the Good occur?
4. When, and by whom, was the battle of Agincourt won?
5. Give some account of Joan of Arc and of her career.

IX.

1. What was the *Ligue du bien public*?
2. What monarch deserved the name of *Father of the People*?
3. How and when did Henry IV. die?
4. What was the *Edict of Nantes*?
5. In what reign was Richelieu minister? Give an account of his administration.

X.

1. At what age, and in what year, did Louis XIV. ascend the throne?
2. Who was prime minister during the Regency?
3. What were the causes of the dissensions of the Fronde?
4. In what year was the treaty of Nimeguen signed, and what conquests did it secure to France?
5. What was the League of Augsburg, and on what occasion was it formed?
6. Give an account of the war of the Spanish succession.
7. Who was intrusted with the government after the death of Louis XIV.?
8. What authors have rendered this reign illustrious?

XI.

1. What were the principal events of the Seven Years' War?
2. Who was the successor of Louis XV.?
3. What part did France take in the American War of Independence?
4. In what year were the States-General convoked?
5. What were the most important acts passed by the Constituent Assembly?
6. When and how did Louis XVI. die?
7. What was the Reign of Terror?
8. In what year and where was Napoleon Bonaparte born?

XII.

1. What treaty was signed after the first Italian campaign?
2. What remarkable battle terminated the second Italian campaign?
3. What pope crowned Napoleon?
4. What were the limits of the empire under Napoleon?
5. In what year did the death of Napoleon take place?
6. Who were the two last kings of the elder branch of the house of Bourbon?
7. How was Louis-Phillippe called to the throne, and in what manner was he deposed?
8. How many years did the second Republic continue?
9. What success attended the wars undertaken by Louis Napoleon?

PROGRAMME No. 6.

UNIVERSAL HISTORY.

I.

Fabulous and uncertain ages.

1. What is known about the history of the Egyptians from the foundation of their empire to the conquests of Sesostris?
2. By whom was the Assyrian Empire founded?
3. How long did the Assyrian Empire continue and what was its extent?
4. What were the most noted cities of the Assyrian Empire?
5. How was the Assyrian Empire destroyed?
6. What kingdoms sprung out of the ruins of the Assyrian Empire?
7. What is known of the history of Greece before the siege of Troy?

II

Historical times.—From 800 to 600 B. C.

8. Give a sketch of the history of Egypt from the time of Sesostris to that of Necho.
9. What is the reign of Necho remarkable for?
10. Under whom were the empires of Babylon and Nineveh united?
11. Relate the History of Nebuchadnezzar II.
12. How did Balthazar perish?
13. What were the four great republics of Greece, and by whom were they founded?
14. What was the form of government of each of the Greek Republics?
15. Who were the most celebrated lawgivers of Greece?
16. Give an account of the founding of Rome.

III.

From 600 to 400, B. C.

17. By whom was the Persian Empire founded?
18. What was the extent of the Persian Empire?
19. What were the chief cities of the Persian Empire?
20. How long did the Persian Empire last?
21. What was the condition of Egypt under the Persians?
22. Give an account of the expedition undertaken by Darius against the Greeks.
23. Give an account of Xerxes' expedition against the Greeks.
24. Who among the Greeks won imperishable laurels in the Persian war?
25. What was the origin of the Peloponnesian war?
26. What were the most important events of that war, and who fought with the greatest distinction?
27. How would you characterize each reign of the Kings of Rome?

28. When and how was Rome formed into a republic?
 29. Give an outline of the history of Rome to the invasion of the Gauls?

IV.

From 400 to 200 B. C.

30. Describe the retreat of the ten thousand Greeks?
 31. What relations existed between the Greek Republics after the Peloponnesian war?
 32. Who subjected Greece to his dominion?
 33. By what orator were the plans of Philip long thwarted?
 34. By whom was the Macedonian Kingdom founded, and how long did it exist?
 35. What was the extent of that empire?
 36. What great victories did Alexander achieve?
 37. What faults is he reproached with?
 38. At what age did he die?
 39. What were the quarrels between Alexander's lieutenants?
 40. Name the principal kingdoms which succeeded to the Macedonian monarchy.
 41. Give an account of the taking of Rome by the Gauls.
 42. How long did the war against the Samnites last, and by what great events was it marked?
 43. How long did the first Punic war last, and by what great events was it marked?

V.

From 200 B. C. to A. D.

44. What victories did Hannibal win over the Romans at the commencement of the second Punic war?
 45. What success attended the Romans after the battle of Cannæ, and how did the second war terminate?
 46. About what epoch may the Romans be considered to have made themselves complete masters of Italy?
 47. How did the Romans succeed in making themselves masters of the known world?
 48. What were the causes of the third Punic war, and how did it end?
 49. Give a sketch of the history of Rome from the third Punic war to the first civil war.
 50. What were the principal events of the first and second civil wars, and by what results were they attended?
 51. Give some particulars of the life of Julius Cæsar.
 52. What were the events that brought about the downfall of the Roman Republic?
 53. By whom was the Roman Empire founded?

VI.

From 1 to 400, A. D.

54. When did the Redeemer come into the world?
 55. What characterized the reigns of the emperors during the first and second centuries?
 56. What persecutions distracted the Church?
 57. By what means did the emperors generally succeed to the throne?
 58. What great event marks the history of the empire in the fourth century?
 59. How long did the Roman Empire continue in existence?
 60. What two empires succeeded the old Empire of Rome?
 61. When and how was the Western Empire destroyed?
 62. What were the limits of the Eastern Empire, and how long did it last?

VII.

From 400 to 500, A. D.

63. What is meant by the invasion of the barbarians, and at what time did it commence?

64. Of what tribes or nations did the barbarians principally consist, and what were their origins, physical traits and morals ?
65. Give an account of the invasion of the Goths, Visigoths, and Ostrogoths.
66. Give an account of the invasion of the Huns.
67. Give an account of the invasion of the Vandals, Sueves, and Burgundians.
68. Give an account of the invasion of the Saracens.
69. Who were the barbarians that invaded Gaul and founded the French monarchy ?
70. Who was the founder of the Merovingian dynasty ? From whom does it derive its name ? Who was the greatest warrior of this line ?
71. What were the most remarkable events in the reign of Clovis ?

VIII.

From 500 to 900 A. D.

72. What is meant by the Heptarchy, and how long did it last ?
73. Who was the founder of the Carolingian dynasty, and how long did it last ? Who was the hero of this line ?
74. Give a condensed account of the government of Charlemagne, and point out the peoples against whom he waged war.
75. What was the extent of the second Western Empire, and by what States was it succeeded ?
76. In what condition were learning and the sciences in the interval between the fifth and tenth centuries ?

IX.

From 900 to 1300 A. D.

77. Give an account of the invasion of the Danes and Normans.
78. Give a summary of the history of England from the end of the Heptarchy to the battle of Hastings.
79. Give a summary of the history of Germany to the end of the reign of Otho the Great.
80. What were the quarrels of the *investitures*, and by what events were they marked ?
81. What States began to appear in the North of Europe, in the eleventh century ?
82. What did the feudal system consist in, and how long did it continue ?
83. Who were the most prominent princes of the Capetian line ?
84. What were the Crusades ?—their cause and consequences ?
85. What was the number of Crusades ? Give some account of each.

X.

From 1300 to 1600 A. D.

86. What were the wars between France and England under the Valois ? What their causes, chief events and consequences ?
87. What great inventions and discoveries mark the fourteenth and fifteenth centuries ?
88. Give a synopsis of the history of the kingdom of Spain from its foundation to the middle of the fifteenth century.
89. To what condition were Italy and Germany brought, by the quarrels about the right of investiture ?
90. Give an account of the religious contentions which agitated Europe from the Lutheran Reformation to the Reformation under Henry VIII. inclusive.
91. What were the leading events in the contest between Francis I. and Charles V. ?
92. What were the main incidents attending the religious wars in France, and by whom was peace restored ?
93. What families occupied the throne of England till the close of the reign of James II ?
94. How did royal authority struggle against the tide of Reformation in England ?
95. What was the Thirty Years' War ? What were its main incidents ?

XI.

From 1600 to 1800 A. D.

96. What was the condition of Europe, and what were the limits of the different States, in 1661? (Decline of Spain, of Italy, and of the Empire. Dissensions in England. The power of Holland.)
97. What was the extent of the French monarchy in 1668?
98. What wars had Louis XIV. to sustain against the rest of Europe from 1672 to 1713?
99. Is there anything remarkable in the history of Sweden from the final separation of Norway to the death of Charles XII.?
100. Who were the most distinguished sovereigns of Russia?
101. What was the naval and colonial power of England in the eighteenth century?
102. What were England's conquests and losses in America?
103. What brought about the French Revolution?
104. What were the principal events of the French Revolution?
105. How was order restored in France?
106. Give a sketch of the reign of Napoleon I.

PROGRAMME No. 7.

COMPOSITION.

I.

1. What is composition?
2. Of what utility is the cultivation of belles-lettres?
3. What is style?
4. What is the first requisite in the art of writing?
5. How many different properties belong to style?

II.

1. What constitutes the common properties of style, and how are these common properties called?
2. What is *clearness*, and what causes tend to obscurity in the expression of thought?
3. What is essential to *purity* of style? What are *barbarisms* and *solecisms*?
4. What is *propriety* in style? Can a synonyme, in the strict sense of the word, be said to exist?
5. What is a *concise* style? What is *prolixity*?

III.

1. What is a *plain* style? What is *affectation*?
2. Define *taste*.—What are its elements and characteristics?
3. What is an *elegant* style?
4. What is a *florid* style?
5. What is *harmony*?

IV.

1. What are the *particular properties* of style?
2. How many *kinds* of style can you distinguish?
3. What is a *simple* style, and to what subjects is it most suited?
4. What properties should a simple style possess?

V.

1. What is *artlessness*? Is an artless style ever feigned in the authors?
2. In whose works have you found the most natural imitation of artlessness?

3. What is *ingenuity* ?
4. What is called the *neat* style, and to what subjects is it suited ?
5. What are the *essential* properties of the neat style ?

VI.

1. What is *sublimity* of style, and to what class of composition is it suited ?
2. What are the properties necessary to constitute a sublime style ?

VII.

1. How many kinds of the sublime do you distinguish ?
2. What is *sublime imagery* ?
3. What difference is there between *sublimity* in the abstract and *sublimity of style* ?
Give an example.
4. When is sublimity in the sentiment ?

VIII.

1. What is a *neologism* ?
2. What is an *epithet*, and what effect must all epithets have ?
3. How many acceptations can words have ?
4. What is called a *figure* ?
5. How many kinds of *figures* are there ?
6. What figures of speech are termed *grammatical figures* ?
7. What are the *figures of rhetoric* ?
8. What is understood by *tropes* ?

IX.

1. What is *exposition*, and what attainments are necessary to success ?
2. What is *description* ? How many *kinds of description* do you distinguish ?
3. What is *narration* ? What are the properties of narration ?
4. What does narration comprise ?
5. How many *kinds of narration* can you enumerate ?

X.

1. What is the *epistolary* style ?
2. What is a *letter*, and what are its essential characteristics ?
3. Would you write a letter as if you were speaking ?
4. What are the properties of the epistolary style ?
5. Name some of the writers who have left the best models of this style.

PROGRAMME No. 8.

GEOMETRY.

I.

1. Definition of Geometry ; of a line, point, and the different kinds of lines.
2. Definition of the circumference, superficies and divisions of a circle.
3. Radius, diameter, chord, arc, secant and tangent.
4. Angles, in general ; right, acute, and obtuse angles ; bisection of an angle.
5. Adjacent angles ; complement and supplement of an angle.
6. The sum of two adjacent angles ; of all angles contained within a right angle.
7. Contiguous angles, inscribed angles, angles of segments.
8. Measurement of contiguous angles, inscribed angles, and angles of segments,
with demonstrations.
9. Definition of perpendicular, oblique, vertical, and horizontal lines.

10. Erection of a perpendicular.
11. Definition of parallel lines and secants,—to draw a parallel line.
12. To divide a given finite right line into any proposed number of equal parts.
13. To define superficies in general; curved, concave, and convex superficies.

II.

14. Define a triangle; sides of a triangle; different kinds of triangles; altitude and base of a triangle.
15. Demonstrate that the three sides of every triangle taken together are equal to two right angles.
16. Demonstrate that the sides of a triangle opposed to equal angles are also equal.
17. Define a quadrangle; different kinds of quadrangles; altitude and diagonal of a quadrangle.
18. Define a polygon; regular polygon; inscribed and described regular polygon; centre, radius, apotome, and angles of a regular polygon.
19. Give the sum of the sides of an inscribed hexagon, with demonstration.
20. Define proportional quantities; mean, first and third proportionals of these quantities.
21. Demonstrate that two parallel right lines will cut an angle proportionally.
22. Define similar triangles.
23. Define homologous sides,—homologous vertices.

III.

24. Find a mean proportional between two given right lines.
25. Find a third proportional to two given right lines.
26. Find a fourth proportional to three given right lines.
27. Divide a right line in extreme and mean ratio.
28. Prove that the circumferences of circles are in proportion to each other as their diameters.
29. To demonstrate that parallelograms and triangles, having two equal angles, are to each other as the rectangles of the sides which are about those angles.
30. Show that in a right-angled triangle, a perpendicular from the right angle is a mean proportional between the segments of the hypotenuse.
31. Demonstrate that the right angle of a rectangular triangle is equal to the two other angles of the same triangle.
32. Find the superficies of a rectangle, square, parallelogram, and of a lozenge.
33. Find the superficies of a triangle, trapezium, and of a regular and irregular polygon; with demonstrations.
34. Define the terms *sector*, *segment*, and *arc of a circle*.
35. Find the superficies of a circle.
36. Find the superficies of a sector and segment.
37. Demonstrate that similar polygons are to each other as the squares of their homologous sides.

IV.

38. Define a solid; polyhedron; planes and edges of a polyhedron; regular and irregular polyhedron; solid angle. Name the regular polyhedrons.
39. Define a prism; right and oblique prisms, altitude of a prism; parallelepiped; regular and irregular pyramids; frustum of a pyramid.
40. Define a right and an oblique cylinder; axis of a cylinder.
41. Define a right and an oblique cone; axis of a cone; frustum of a cone.
42. Define a sphere; radius and diameter of a sphere; great and small circles of a sphere.
43. Define a zone; segment of a sphere; sector of a sphere, and a spherical angle.
44. Method of finding the superficies of cubes of right and oblique prisms, and of right and oblique cylinders.

45. Method of finding the superficies of the sides of regular and irregular pyramids and of right and oblique cones.
46. Method of finding the superficies of the sides of the frustum of a regular pyramid, and of the frustum of a right cone.
47. Method of finding the superficies of a sphere, and segment of a sphere.
48. Method of finding the superficies of a spherical ungula.
49. Method of finding the contents of rectangular and other parallelepipeds, of right and oblique cubes and prisms.
50. Method of finding the contents of right and oblique cylinders.
51. To find the contents of any pyramid, knowing the proportions of two homologous sides of its frustum.
52. Method of finding the contents of the frustum of a rectangular pyramid, and of the frustum of a triangular prism.
53. Method of finding the contents of right and oblique cones, and of the frustum of a cone.
54. Method of finding the contents of a sphere, and spherical zone.

PROGRAMME No. 9.

ALGEBRA.

I.

1. What is algebra?
2. Why are figures and quantities represented by letters?
3. What are algebraic signs and what do they express?
4. What is a *coefficient*? What is an *exponent*?
5. Show the difference or similarity existing between the quantities $a, 2a, a_2, \sqrt{a}$,— giving to a a known value.
6. What are *rational quantities*? What are *irrational quantities*?
7. What are *positive quantities*? What are *negative quantities*?
8. What is a *monomial*? What is a *binomial*? What are *multinomials*?

II.

9. How is addition performed in algebra?
10. How is subtraction performed in algebra?
11. How would you multiply monomials?
12. How would you multiply polynomials?
13. What is the rule for the signs in multiplication?
14. How is the division of monomials performed?
15. What is the value of a^0 and a^2 ?
16. How is the division of multinomials performed?
17. What is the rule for the signs in division?
18. Do algebraic fractions offer particular cases?

III.

19. How is any required power obtained from a whole or fractional monomial?
20. What is the rule for the signs?
21. How is the square of binomial and multinomial quantities obtained?
22. Raise a given quantity to its square by means of the formula $a^2 + 2ab + b^2$.
23. How is the square root of a monomial extracted?
24. How is the square root of a multinomial extracted?
25. How would you obtain the cube of monomial and multinomial quantities?

IV.

26. What is equality? What is an identical proposition? What is an equation?

27. What is the *unknown quantity* of an equation? What is a *simple* equation? What is a *quadratic* equation?

28. Prove that the *members* of an equation may be augmented or diminished by a like quantity without altering the value of the unknown quantities.

29. What rule is to be observed in *transposing* terms?

30. Prove that without altering the value of the unknown quantities, the two members of an equation may be divided, or multiplied, by a like quantity, provided that this is independent of the unknown quantities.

31. How would you clear an equation of fractions?

32. What is the rule to solve a simple equation containing one unknown quantity?

33. What is the rule to solve two simple equations containing two unknown quantities?

34. What is the difference between the methods of *elimination by comparison*, *substitution* and *reduction*?

35. What is the rule for solving any number of simple equations with an equal number of unknown quantities?

PROGRAMME No. 10.

SACRED HISTORY.

[This Programme is the same as that contained in Schedule F.]

PROGRAMME No. 11.

HISTORY OF CANADA.

I.

1. Into how many tribes would you class the Indians inhabiting Canada at the time of its discovery?

2. In what part of Canada did the Algonquins dwell?

3. How many tribes were the Algonquins divided into, and where did each of these tribes dwell?

4. What territory did the Iroquois occupy, and how many tribes were they divided into?

5. What was the country of the Hurons?

6. What were the moral endowments of the aborigines?

7. What were their physical characteristics?

8. What were their chief occupations?

9. How did the Indians make war?

10. What were the ceremonies gone through when peace was concluded?

11. What form of government prevailed among the Indians?

12. What was their religion?

13. What were the funeral rites of the Hurons?

14. Did the Indians possess any knowledge of written language or characters?

II.

15. How far into the interior did Cartier penetrate during his first voyage?

16. How was Cartier received at Stadacona on his second voyage?

17. Give an account of Cartier's visit to Hochelaga.

18. What accident occurred to Cartier during the winter?

19. In what year did he return to France?

20. What fault did Cartier commit on leaving the St. Lawrence?

21. When and by whom were the first attempts made at colonization, and what was their success?
22. What was the issue of the enterprise of M. de LaRoche?
23. Was any attempt made by France to colonize the country in the interval between 1578 and 1608?

III.

24. Give an account of the founding of Port Royal.
25. When did Champlain lay the foundation of Quebec?
26. What part did Champlain take in the war between the Indians?
27. What places did Champlain discover in his first expedition against the Iroquois?
28. What success attended the first expedition against the Iroquois?
29. What success attended the second expedition against the Iroquois?
30. What place did Champlain reach in 1613?

IV.

31. What were the viceroys of Canada? Name some of the more prominent.
32. When did the first missionaries arrive in Canada?
33. What was the first Indian mission established by the Recollets?
34. What tracts of country did Champlain march through when on his third expedition against the Iroquois?
35. What success attended the third expedition against the Iroquois?
36. What progress did the colony of Quebec make previous to 1627?
37. In what did the views of Champlain differ from those entertained by the Society of Merchants?
38. When was the society of the Hundred Partners formed? What were its privileges and obligations?
39. What consequences followed the declaration of war between England and France in 1628?
40. Give an account of the surrender of Quebec to the British in 1629.

V.

41. How long did the British keep possession of Canada?
42. What important events occurred from 1632 to the death of Champlain?
43. What qualities did Champlain possess?
44. Give a short account of the missions founded by the Jesuits among the Hurons before the beginning of the war with the Iroquois.
45. Name the most important events that occurred from the death of Champlain until the founding of Montreal.
46. Give an account of the founding of Montreal.
47. What was the population of Canada about the year 1645?
48. What was the commercial freedom granted the inhabitants in 1645?
49. What were the functions of the Council of Quebec, and how was it composed?
50. Were the French exposed to the attacks of the Iroquois previous to 1653?

VI.

51. Who was the first missionary that fell a victim to the hatred of the Iroquois?
52. Give an account of the dispersion of the Hurons by the Iroquois.
53. What did the Iroquois do after vanquishing the Hurons?
54. What was the duration of the peace concluded with the Iroquois in 1653?
55. Give an account of the gallant defence made by Dollard and his companions against the Iroquois.
56. What was the condition of the colony in 1662?
57. Give an outline of the most important events that occurred in Acadia from 1608 to 1613.

VII.

58. Who was the first bishop of the colony, and when did his arrival take place ?
59. What were the difficulties between the bishop and M. d'Avangour ?
60. What was the system adopted for the maintenance of the clergy ?
61. When was the Seminary of Quebec founded ?
62. At what time and by whom were the principal religious communities founded ?
63. When was the *Conseil Souverain* established, and what were its functions ?
64. What was the first municipal organization ?
65. Give a short account of the administration of M. de Mésy.
66. By whom was M. de Mésy succeeded ?

VIII.

67. Who were the functionaries that accompanied M. de Courcelle to Canada ?
68. What did M. de Tracy on his arrival in the colony ?
69. What was the order of the Court with regard to the Iroquois ?
70. Give an account of Tracy's expedition against the Iroquois.
71. What were the efforts of M. Talon to insure the progress of the colony ?
72. To what extreme northern and southern points did the missionaries and French *voyageurs* penetrate in 1672 ?
73. What were the nations unknown to Champlain that the missionaries and *voyageurs* discovered in the West ?
74. Give an account of the discovery of the Mississippi.
75. When and by whom was Cataragui (now Kingston) founded ?
76. By whom was M. de Courcelle succeeded ?

IX.

77. Give a short account of the first administration of M. de Frontenac.
78. By whom was de Frontenac succeeded in 1682 ?
79. Give a short account of the administration of M. de la Barre.
80. Why was de la Barre destituted, and who replaced him ?
81. Give an account of de Denonville's expedition against the Iroquois.
82. How did *Le Rat* succeed in preventing the French and Iroquois from making peace ?
83. Give an account of the massacre at Lachine.
84. By whom was M. de Denonville replaced ?
85. What was M. de Callière's scheme to put a stop to the incursions of the Iroquois, and what was its success ?
86. What contest took place between the English and French in Hudson's Bay ?
87. Give an account of Troye's expedition to Hudson's Bay in 1686.
88. Give an account of Iberville's exploits in Hudson's Bay.

X.

89. What success attended the three expeditions directed by Frontenac ?
90. What course did the British Colonies determine to adopt when they found their territory laid waste by the incursions of the French ?
91. What were the first military operations of Sir William Phipps ?
92. Give an account of the siege of Quebec by Phipps.
93. What happened the fleet under Phipps in his retreat from Quebec ?
94. How were Canada and the British Colonies affected by the results of this war ?
95. What success attended the second attempt to conquer Canada ?
96. What success did the Iroquois meet with in the incursions they made between 1689 and 1693 ?
97. What success attended Frontenac's expedition against the Iroquois ?
98. Give an account of Iberville's exploits in Hudson's Bay and Newfoundland.

99. When did the death of de Frontenac take place? Give a sketch of his character.
 100. What were the ceremonies performed upon the occasion of signing the great treaty of peace with the Iroquois?

XI.

101. Give a short account of the settlement of Louisiana before the death of Iberville.
 102. How was the settlement of Detroit commenced?
 103. What was the third plan of attack against Canada, and with what success was it attended? (War of the Spanish succession.)
 104. What was the fourth plan of attack against Canada? (1711)—What success did it meet with?
 105. How did France seek to repair the loss of Acadia, ceded to England by the treaty of Utrecht?
 106. Give a short account of the administration of M. de Vaudreuil.
 107. When did the death of Vaudreuil take place, and by whom was he succeeded?
 108. What were the claims of Great Britain with regard to the valleys of the St. Lawrence and of the Mississippi?
 109. What events of importance transpired between 1725 and 1744?
 110. Give an account of the discovery of the Rocky Mountains.

XII.

111. What was the cause that led to the war of 1744?
 112. What steps did the Government of the colony take for its defence?
 113. What led to the fall of Louisburg, and by what consequences was this event followed?
 114. What disasters awaited d'Anville's expedition?
 115. What warlike preparations did M. de la Jonquière make?
 116. Give an account of the death of Junonville and the surrender of Washington to Villiers.
 117. What was the fifth plan for the attack on Canada (1755)?
 118. What was the relative strength in fighting men of the British and the French?
 119. Give particulars of the dispersion of the Acadians.
 120. Give an account of the fight on the Monongahela.
 121. Give particulars of the defeat of general Dieskau.
 122. What were the results of the campaign of 1755?
 123. How many men had Britain and France under arms in 1756?
 124. What was the first exploit of Montcalm in Canada?
 125. Give an account of the capture of Fort William Henry.
 126. Give an account of the battle at Carillon.
 127. What was the condition of the country after 1755?

XIII.

128. What plan did the English adopt for the campaign of 1759?
 129. How many fighting men had the British? What was the population, and what the number of armed men in Canada?
 130. What were the first achievements of Wolfe at Quebec?
 131. To what side did victory incline at Montmorency?

XIV.

132. Give particulars of the first battle on the Heights of Abraham.
 133. What were the consequences of the first battle on the Heights of Abraham?
 134. How was the news of the conquest of Canada received in England?
 135. Whither did the French withdraw after the capitulation of Quebec?
 136. Give an account of the second battle on the Plains of Abraham.
 137. What was the result of this battle?

138. Give particulars of the surrender of Montreal.
139. What were the principal conditions of the capitulation ?

XV.

140. What was the aspect of the country when peace was restored ?
141. When was the possession of Canada finally assured to Britain ?
142. What civil and political changes did Great Britain make in her new possessions ?
143. Give a view of the administration of the colony till 1775.
144. What were the principal conditions of the capitulation of Quebec ?
145. What were the causes that led to the war between the British Colonies and the mother country ?
146. What was the behaviour of the British and Canadians in the war of 1775 ?
147. Give an account of the invasion of Canada by the Americans.
148. When did the first meeting of the Legislative Council take place, and what were the principal laws passed ?
149. What governor succeeded Carleton ?
150. Give a short account of Haldimand's administration.

XVI.

151. Give a sketch of the Constitution granted Canada in 1791.
152. When did the first meeting of Parliament take place ?
153. Did anything worthy of remark occur, besides Parliamentary proceedings, in the interval between 1791 and 1807 ?
154. What difficulties arose between the House of Assembly and the Council, and afterwards with Governor Craig ?
155. Give a sketch of the administration of Sir George Prevost.
156. What was the result of the first military operations of 1812 ?
157. What was the result of the campaign of 1813 ?
158. In what parts of the country did the events of the campaign of 1813 transpire, and what was the success of this campaign ?
159. Give particulars of the defeat of the Americans at Chateauguay.
160. What consequences followed the victory at Chateauguay ?

XVII.

161. What were the most remarkable events that occurred between 1814 and 1816 ?
162. What question created fresh difficulties between the Governor and the House of Assembly, and how long did these difficulties last ?
163. When was the bishopric of Quebec erected into an archbishopric, and who was the first archbishop ?
164. When was the first project of the Union of the Canadas presented ?
165. What were the most remarkable events that occurred between 1822 and 1835 ?
166. What causes led to the insurrection, and where did the first outbreak take place ?
167. What events transpired at Chambly, St. Denis, St. Charles, and St. Eustache ?
168. What took place in Western Canada at the same time ?
169. When were the Canadas united, and what led to this event ?
170. What are the principal provisions of the Act of Union.

PROGRAMME No. 12.

ART OF TEACHING.

I.

1. What is the Art of Teaching ?
2. Upon what basis does this science rest, and what are its principles ?

3. What particular qualifications should a teacher possess ?
4. What is Education ?
5. What is Instruction ?
6. What relation does instruction bear to education ?
7. Why should education be at once physical, moral, and intellectual ?
8. What is physical education ?
9. In how far should a teacher look to the physical education of his pupils ?
10. What means should be employed to develop the understanding of children ?
11. To what degree should a teacher develop the feeling of *sensitiveness* in his pupils ?
12. How should the power of *volition* be strengthened in children ?
13. What is the groundwork of moral education ?

II.

14. What should be the aim of the teacher in imparting instruction ?
15. Show the utility of a fixed system of study in the school.
16. What essential advantages ought this system to have ?
17. How should the teacher prepare himself for his class ?
18. What are the faults which a teacher should not tolerate in his school ?
19. Upon what principles is true discipline founded ?
20. What duties devolve upon the teacher when in presence of his class ?
21. How can a teacher secure obedience, order and silence ? How can he impart habits of cleanliness ? - How should politeness and purity of manners be taught ?
22. How can pupils be made attentive in school ?

III.

23. What should the bearing of the teacher be towards the weak and the strong of the same class ?
24. What is the *explanatory* method of teaching ?
25. What is the *exhibitory* method of teaching ?
26. What peculiarities does each of these offer ?
27. How should the subjects be arranged ?
28. What are the advantages obtained by proceeding from the *known* to the *unknown*, - from the *simple* to the *compound* ?
29. What are the qualifications requisite to become a successful expositor ?
30. What is the best method of questioning ?
31. How should children be taught to remember *things*, and how should they be taught to remember *words* ?

IV.

32. What does the *individual* system of instruction consist in ?
33. What does the *simultaneous* system of instruction consist in ?
34. What does the *mutual* system of instruction consist in ?
35. What are the advantages and defects of each system ?
36. What are the essential characteristics of a good system ?
37. What system is the most advantageous for the greatest number of schools ?
38. What method may be adopted in teaching children the alphabet ?
39. What method should be adopted to teach spelling ?
40. What method should be followed to teach calligraphy ?
41. How should children be taught the elements of orthography ?
42. According to what method can grammar and arithmetic be taught ?
43. What importance do you attach to mental arithmetic ?
44. In teaching geography and history, should it be your aim to exercise the memory or the intellect of pupils ?
45. What are *object lessons*, and to what subjects may these lessons extend ?
46. How should a teacher impart instruction about common things ?

V.

47. What should the object of all rewards and punishments be?
48. In what manner should a teacher have recourse to rewards and punishments?
49. What do you understand by *positive* punishment and *natural* punishment?
50. In awarding punishment should the intention or the outward action be considered?
51. Should any fault be left unpunished?
52. How and when should punishment be awarded?
53. What is deserving of reward?
54. What should be the nature of rewards?
55. How and when should rewards be given?

VI.

56. What objects should a schoolhouse be provided with?
57. What are the duties of the teacher towards the school commissioners?
58. What are the obligations of the teacher towards the minister of religion?
59. What are the responsibilities of the teacher towards the parents of his pupils?
60. What are the responsibilities of the teacher towards the public?

PROGRAMME No. 13.

AGRICULTURE.

I.

1. What is agriculture?
2. What advantages does agriculture offer?
3. What knowledge is necessary to become a good agriculturist?
4. Why is a knowledge of the different kinds of soil necessary?
5. Point out the qualities of the different kinds of soil, and the plants they are best adapted to produce.

II.

6. What are the most advantageous means of improving the soil?
7. What are the different fertilizers used to enrich the soil?
8. Why is it necessary to note the difference between fresh and old manure?
9. What care should be taken to prevent the deterioration of manure?
10. Of what utility is plaster?
11. What is *rotation of crops*, and what are the advantages secured by this system?
12. What is the best system of *rotation of crops*?
13. What is the utility of *drainage*, and how can it be effected?

III.

14. What are the principal varieties of seed?
15. Why is it necessary to select the seed carefully?
16. What means are usually employed to clean grain?
17. Name the principal agricultural implements.
18. Of what importance are good implements to the agriculturist?
19. What are the principal agricultural labors?
20. Name the months in which each of these agricultural labors should be performed.
21. Point out the best method of ploughing.
22. Point out the advantages resulting from good ploughing.
23. Point out the best manner of cultivating plants.

IV.

24. Name the most common weeds, and point out the best means to be employed for their destruction.
25. Point out the necessity for the cultivation of grasses.
26. What are the grasses generally sown in Canada?
27. Name the principal domestic animals.
28. What should be the relative numbers of a farmer's live stock?
29. What is the object of the improvement of stock?
30. In what case may cross-breeding be advantageous?
31. What precautions is it necessary to take in making good butter?
32. What are the fruits commonly cultivated in Canada?
33. What care is it necessary to bestow on fruit trees in general?

PROGRAMME No. 14.

BOOK-KEEPING.

I.

1. What is Book-keeping?
2. What is learned in book-keeping?
3. How many parts is it divided into?
4. How many books are required in single entry?

II.

5. What is a Blotter?
6. How are transactions entered in a Blotter or Day Book?
7. How should entries be worded?
8. Where is the name, surname, and place of residence of persons written? Where are the dates and amounts due and received written?
9. What is the Journal?
10. Are entries made in the same form in the Journal as in the Blotter?
11. Why is it necessary to simplify the entries of the Blotter when transferred to the Journal?
12. Is it necessary to add up each page of the Blotter and Journal?
13. When an account is transferred from the Blotter to the Journal, what are the means employed to indicate the folio from which it has been taken, and the folio to which it has been carried?
14. What is the Ledger?
15. How do the entries in the Ledger differ from those in the Journal and Blotter?
16. Are the entries carried to the Ledger daily, weekly, or monthly?
17. On what side of the Ledger would you enter amounts due, and on what side would you enter amounts received?
18. How could you find the folio of the Journal from which an account had been posted?
19. How would you render a detailed account from the Books?

III.

20. What is an Index and why is it used?
21. What is a Bill Book?
22. Is it very useful to the merchant?
23. What is a Sales Book?
24. What entries does it contain?
25. Is an Invoice Book required, and what is its use?

26. What is a Cash Book ?
27. What transactions are entered in the Cash Book ?
28. How can a merchant inquire into the state of his affairs ?
29. What is an Inventory ?
30. What knowledge may be obtained with the assistance of an Inventory ?

SCHEDULE H.

PROGRAMME No. 1.

PHILOSOPHY.

I.

1. Object of Philosophy ; its utility and importance.
2. Being ; matter and form ; cause and effect.

II.

Logic.

3. Ideas in general, and their origin.
4. Character and kinds of ideas.
5. Language and its origin.
6. Judgment.
7. Different modes of reasoning.
8. Method in general ; analysis, synthesis.
9. Doctrine of syllogisms ; its rules and figures.
10. Proof ; different kinds of proof.
11. Consciousness.—Moral sense.
12. Evidence.
13. Testimony of men and monuments ; traditional and historical testimony.

III.

Metaphysics.

1. Existence of God proved by the principal metaphysical arguments.
2. Existence of God proved by the principal physical arguments.
3. Existence of God proved by the principal moral arguments.
4. Eternal being of God ; definition and proof.
5. Simplicity of God ; definition and proof.
6. Immensity of God ; definition and proof.
7. Independence of God ; definition and proof.
8. Immutability of God ; definition and proof.
9. Knowledge of God ; definition and proof.
10. Power and freedom of God ; definition and proof.
11. Providence of God ; definition and proof.
12. Evil ; moral evil, physical evil.

IV.

Morals.

1. Motives which prompt our actions.
2. Fundamental principles of morals.
3. Difference between moral good and evil.
4. Moral obligations.

5. Laws.
6. Rewards and penalties.
7. Moral sanction.
8. Destiny of man.
9. Proofs of the immortality of the soul.
10. Necessity of religion.
11. Necessity of internal, external and public worship.
12. Religion the basis of society.
13. Important duties which man owes to himself.
14. Active and passive duties to society.
15. Right of property and civil rights.
16. Origin of political organization.
17. Divers forms of political authority.
18. Principles of sovereign power.
19. Duty to the State.

PROGRAMME No. 2.

NATURAL PHILOSOPHY.

1. Object of Natural Philosophy ; its relation to chemistry.
2. General properties of matter ; definitions.
3. Weight ; its direction ; laws affecting falling bodies.
4. The balance and its principle ; description ; conditions necessary to its efficiency.
5. Principles of Archimedes ; equilibrium of bodies, immersed and floating on the surface.
6. Principles which cause liquids to rise to their levels ; description ; Artesian wells.

II.

7. Density ; different modes of increasing it.
8. Description of areometer and its use.
9. Capillary attraction ; endosmose ; ascent of the sap in trees.

III.

10. Experiments illustrating atmospheric pressure ; cause.
11. Principle and description of pneumatic engine.
12. Principle and use of the barometer ; conditions necessary to insure its efficiency.
13. Weight of atmospheric pressure in pounds.
14. Law of Mariotte ; description and manner of using the manometer.
15. Principle of the balloon ; how to produce an ascensional force.
16. Principle of the syphon and the pump.
17. Description of the principal kinds of pumps.

IV.

18. Sound ; its production and the manner in which it is communicated.
19. Laws of the variation of the intensity of sound ; principle of the reflection of sound ; echo and vibration.

V.

20. Principle and use of the thermometer ; manner of construction and liquids employed.
21. Conditions necessary to ensure good qualities ; scale of the principal kinds of thermometers.
22. Manner of comparing the degrees of the scales of the Fahrenheit, Reaumur, and Centigrade.

23. Unequal expansion of different liquids; maximum density of water.
24. Conductors; name the principal conductors in their order.
25. Point out the most advantageous means of securing warmth within habitations, according to the laws which influence conductors of heat;—utility of double windows.

VI.

26. Radiation of heat; examples.
27. Intensity of radiation;—capacity for heat;—name the bodies possessing the greatest power of radiating heat.
28. Reflection of heat;—its relation to radiation.
29. Application of the principles of radiation and reflection to heating and preservation of heat.
30. Fusion;—refractory bodies;—law of fusion.
31. Congelation;—law of congelation.
32. Account for the equality of temperature maintained during the fusion and solidification of bodies.
33. Expansion of water during the process of solidification,—cause of the floating of ice in water.

VII.

34. Ebullition and vaporization;—causes which increase vaporization.
35. Phenomena of vaporization; cold produced by vaporization.
36. Freezing mixtures; their use; preparation and parts composing some of these mixtures.
37. Elastic force of vapor; influence of temperature on this force.

VIII.

38. Principle of the steam engine, and description of boilers for generating steam.
39. Principal parts of the steam engine and their functions.
40. Single and double acting steam engines;—condensing engine;—high and low pressure principles;—expansion engine.
41. Peculiar noise heard before ebullition takes place;—nature of ebullition;—tension of vapor.
42. Influence of pressure on ebullition;—influence of matter held in solution;—distillation of liquids.
43. Principal sources of heat;—means generally employed to produce artificial heat.
44. Necessary conditions to obtain a good draught in constructing the flue of a chimney.
45. Different modes of heating buildings, and their relative advantages.

IX.

46. Light;—shade;—penumbra.
47. Reflection of light and the laws which govern it.
48. Refraction;—its laws;—phenomena caused by refraction.
49. Cause of the *mirage*.

X.

50. Lenses;—different kinds of lenses;—properties of the lenses more commonly used.
51. White light;—names of colors of the spectrum and the order in which they occur.
52. Cause of color in bodies.
53. Microscope;—principle of the compound microscope.
54. Principle of the astronomical telescope;—terrestrial telescopes.
55. Myopy;—presbyopy;—glasses used to correct these defects.

XI.

56. Magnetism;—natural magnets;—artificial magnets.
 57. Direction of the magnetic needle;—cause;—description of the mariner's compass and its use.
 58. Electricity;—principal means employed for producing it;—bodies best adapted for producing it?
 59. Influence of one electrified body upon another;—good and bad conductors;—principal bodies which possess the property of conducting electricity.

XII.

60. Attraction of points;—lightning-rods and their proper construction.
 61. Electrical machine and its proper construction.
 62. Disguised electricity;—principle of the Leyden Jar, and the effects it may be made to produce.
 63. Cause of lightning and of the noise produced by thunder;—returning stroke.

XIII.

64. Voltaic Pile;—Grove and Bunsen's batteries.
 65. Physical, chemical, calorific, and luminous effects of electric currents.
 66. Electro-plating in gold, silver, and copper.
 67. Electro-magnets and their principle.
 68. Electric telegraph;—description of Morse's Telegraph.

XIV.

69. Fogs;—clouds;—names of different formations of clouds and descriptions.
 70. Dew;—rime-frost;—snow;—hoar-frost;—sleet;—hail.
 71. Hygrometers;—hair hygrometers;—Daniel's hygrometer.
 72. Cause of the rainbow.

PROGRAMME No. 3.

CHEMISTRY.

I.

1. Definition of the science of chemistry;—matter and the divers states in which it exists.
 2. Cohesion;—affinity;—difference of these two properties.
 3. Crystallization of bodies;—different processes of crystallization.
 4. Difference between adhesion and chemical attraction, and modifying causes.
 5. Elementary bodies; their number;—metalloids and metals,—principal substances of this class.
 6. Principle of the nomenclature;—acids, bases, salts and neutral salts.
 7. Equivalents; examples.

II.

8. Oxygen; its preparation and its properties.
 9. Combustion; examples of slow and quick combustion.
 10. Azote; its preparation and its properties.
 11. Air; its composition and its properties.
 12. Hydrogen; its preparation and its properties.
 13. Water; analysis and synthesis.

III.

14. Carbon ; diamond ; plumbago ; coal ; lignites and peat.
15. Preparation of charcoal, bone-black and lamp-black.
16. Properties of carbon ;—its discoloring and disinfecting power.
17. Preparation of oxide of carbon and carbonic acid, and their properties.

IV.

18. Formation of carbonic acid by animals ; its decomposition by plants.
19. Preparation of carbonetted hydrogen ; its properties.
20. Preparation and purification of gas used for illumination.
21. Flame, and its cause.

V.

22. Nitrous acid ; its properties.
23. Ammonia ; its properties and its use.
24. Properties of sulphur ; mode of purifying sulphur.
25. Sulphuric acid ; its properties, use, and preparation.
26. Phosphorus ; its properties, use, and preparation.
27. Properties of arsenic ; its antidotes.
28. Chlorine ; its properties and preparation.
29. Decoloring and disinfecting properties of chlorine.
30. Chlorohydric acid ; its properties, use and preparation.

VI.

31. Classification of metalloids.
32. General properties of each class of metalloids.
33. Properties of iron ; principal sorts of iron.
34. Smelting from the ore.
35. Preparation of cast-iron, steel and malleable iron.

VII.

36. Tin ; its physical and chemical properties ; its use ; salts of tin.
37. Zinc ; its properties and use ; its salts.
38. Lead ; properties and use ; its salts.
39. Mercury ; properties and use ; its salts.

VIII.

40. Properties of gold and silver.
41. Chemical principles of the Daguerreotype and photograph.
42. Preparation of potash and caustic soda ;—their properties.
43. Preparation of carbonate of potash and carbonate of soda ;—their use.
44. Preparation of bichlorate of soda ;—its properties and use.
45. Chlorid of sodium ; its preparation, properties, and use.

IX.

46. Lime ; its preparation, properties, and use ;—hypochlorid of lime.
47. Carbonate of lime ;—different varieties, and their use.
48. Sulphate of lime ;—its use.

X.

49. Properties of aluminum.
50. Alum ; its preparation and use ;—alumina.
51. Porcelain, and Pottery ;—their manufacture.
52. Glass ;—its composition and manufacture.

XI.

53. Organic and inorganic bodies.
54. Starch ;—its preparation, properties and use.
55. Gluten ;—manufacture of bread ;—illustration.
56. Lignin ;—preservation of wood.
57. Paper ;—its manufacture.

XII.

58. Fibrin ;—albumin ; gelatine, preparation and use.
59. Tanning.
60. Gums.
61. Properties of sugar ;—extraction of sugar from the cane and from beets.
62. Refining sugar.
63. Glucose.

XIII.

64. Fermentation.
65. Alcohol ;—its properties and use.
66. Manufacture of cider and beer.
67. Ether ;—its preparation and use.
68. Manufacture of vinegar.

XIV.

69. Turpentine ; its preparation and use ;—varnish.
70. Caoutchouc ;—vulcanized gum-clastic.
71. Manufacture of soap ; stearine candles and tallow candles.
72. Dye stuffs ; bleaching ; mordants.
73. Cotton printing.
74. Oxalic, tartaric, and tannic acids.

PROGRAMME No. 4.

NATURAL HISTORY.

I.

1. Definition of Natural History.
2. Division of natural bodies into three kingdoms.
3. Characteristics of organized and unorganized forms.
4. Characteristics of animals and plants.

II.

Zoology.

5. Animals ; their organic tissue.
6. Brief description of digestive organs.
7. Structure and development of teeth.
8. Mastication ;—digestion ;—absorption.
9. Blood ; its composition ;—arterial and venous blood.
10. Heart ;—arteries, veins.
11. Circulation of the blood.
12. System of circulation in different animals.
13. Respiration ;—respiratory apparatus of man.

14. Branchial and tracheal respiration.
15. Animal heat;—warm and cold blood.
16. Secretions.

III.

17. Essential parts of the nervous system.
18. Sense of touch, taste, and of smell.
19. Organs of hearing and of sight.
20. Power of motion.
21. Power of walking, flying, swimming, and of creeping.

IV.

22. Classification of the animal kingdom.
23. Mammals; their general structure.
24. Division into orders.
25. Principal orders of mammalia.
26. Structure of birds.
27. Migration of birds.
28. Principal orders of birds; characteristic peculiarities of each order.
29. Reptiles; their general structure and principal orders.
30. Fishes; their general structure and principal divisions.
31. Annulated animals.
32. General structure of insects.
33. General structure of the *arachnida*.
34. General structure of the *crustacea*.
35. General structure of the *annelides*.
36. General structure of the *mollusca*.

V.

37. In what orders would you place the monkey, rat, elephant, woodpecker and adder?
38. In what classes and orders would you place the cat, lobster, snipe, duck, and squirrel?
39. In what classes and orders would you place the hare, horse, dog, bear, and fox?
40. In what classes and orders would you place the weasel, whale, crow, domestic cock, and the wolf?
41. In what classes and orders would you place the mackerel, goose, grasshopper and beaver?
42. In what classes and orders would you place the owl, sheep, midge, and the ox?
43. In what classes and orders would you place the lion, snail, and polype?

VI.

Botany.

44. General structure of plants.
45. Stem and root; functions of roots.
46. Leaves; their divers forms.
47. Buds.
48. Circulation of sap.
49. Functions of leaves.
50. Influence of the respiration of plants on the atmosphere.

VII.

51. Growth of stems and leaves.
52. Grafting.
53. Flowers and their different parts.

54. Fruit and seed.
55. Dissemination and germination of seed.

VIII.

56. Natural and artificial classification of plants.
57. Acotyledons ;—principal families.
58. Monocotyledons ;—principal families.
59. Dicotyledons ;—principal families.

IX.

60. In what families and classes would you place wheat, the mushroom, beech-tree, and onion ?
61. In what families and classes would you place the marigold, mint, and sorrel ?
62. In what families and classes would you place the sugar-cane, buck-wheat, and the potatoe ?
63. In what families and classes would you place the tobacco plant, dahlia, coffee-tree and carrot ?
64. In what families and classes would you place the celery, the cabbage, pea, melon, and hemp ?
65. In what families and classes would you place the oak, poplar, walnut-tree, and the strawberry ?

X.

Geology.

66. Geology and its object.
67. General structure of the solid surface of the earth.
68. Degradation of rocks.
69. Sedimentary deposits and crystalline matter in rocks ;—mode of deposition.
70. Presence or absence of fossils of organic life.
71. Phenomena of geology.
72. Successive sedimentary deposits.

XI.

73. Geological classification.
74. Primary strata and subdivisions ;—principal rocks ; whether fossiliferous or not.
75. Transitory strata ;—rocks and fossils.
76. Older secondary strata ;—carboniferous system ; its origin, order and principal fossils.
77. Red sandstone systems ;—rocks and fossils.
78. Middle secondary strata ;—oolite system ; rocks and fossils.
79. Newer secondary strata ;—cretaceous system ; rocks and fossils.
80. Tertiary strata ;—its divisions.
81. First fresh-water formation ;—its rocks and fossils.
82. First marine formation ;—its rocks and fossils.
83. Second fresh water formation ;—its rocks and fossils.
84. Second marine formation ;—its rocks and fossils.
85. Alluvial deposits ;—erratic blocks.
86. Caverns and fossil bones.

XII.

87. Formation of superficial crust or soil.
88. Unstratified rocks ; their relation to sedimentary rocks.
89. Granite and porphyry.
90. Extinct volcanoes ; their relation to those in activity.—Basalt ;—lava.

91. Veins; upheavals; relative epoch of the upheaval of the principal chains of mountains.

92. Situations which the useful minerals usually occupy in the different strata.

PROGRAMME No. 5.

ALGEBRA.

I.

1. The multiplication or division of an inequation by a positive quantity results in an inequation in the same sense.
2. Application of this theorem.
3. Interpretation of negative quantities in problems.
4. Negative quantities may indicate the measures and places of magnitudes.
5. Cases of impossibility.

II.

6. Quadratic equations; pure quadratics; affected quadratics.
7. Form in which the equation $ax^2 + bx + c = 0$, may be expressed.
8. Formula employed in solving the equation $x^2 + px + q = 0$.
9. Rule drawn from the preceding formula for the solution of quadratic equations.

III.

10. Arithmetical progression;—increasing and decreasing ratio.
11. To find a general expression for any term of an arithmetical progression.
12. To find a general expression for the sum of all the terms of an arithmetical progression.

IV.

13. Geometrical progression;—increasing and decreasing ratio.
14. To find an expression for the n th term of a geometrical progression.
15. To find an expression for the sum of all the terms of an geometrical progression.
16. To find an expression for the sum of the terms of a decreasing geometrical progression when the number of terms is infinite.

V.

17. Summation of series.
18. To find the scale of relation in a recurring series of the first order.
19. To find the sum of an infinite recurring series of the second order.
20. Definition of logarithms.
21. Show that every number cannot be taken as the base of a logarithm.
22. Powers of logarithms.
23. System of logarithms most usually employed.
24. Characteristics;—change produced by multiplying or dividing with a power of 10.
25. Negative characteristics.
26. Application of logarithms to a problem in compound interest.

PROGRAMME No. 6.

GEOMETRY AND TRIGONOMETRY.

I.

1. Definition of an ellipse;—tracing the curve.

2. Axis, foci, and radius-vector of an ellipse.
3. Definition of a parabola ;—tracing the curve.
4. Axis, directrix and vertex of the diameter of a parabola.
5. Definition of a helicoid.

II.

6. Plane and spherical trigonometry.
7. Expression of the magnitude of an angle.
8. Relation between spherical lines of the same angle.
9. Relation between the sines and cosines of the angles and sides of a spherical triangle.

III.

10. Solution of rectangular triangles.
11. Solution of an oblique triangle, of which one side and two angles are given.
12. Solution of an oblique triangle of which two sides and the included angle are given.
13. Solution of an oblique triangle of which the three sides are given.

IV.

14. Surveying ; instruments required.
15. To find the distance from an accessible point to an inaccessible object.
16. To find the distance between two inaccessible points.
17. To prolong a right line beyond an obstacle.
18. Taking levels ; mode of operation.

PROGRAMME No. 7.

ASTRONOMY.

I.

1. Definition of astronomy.
2. Celestial sphere.—Axis of the sphere.—Poles.
3. Parallels.—Equator.—Meridians.
4. Vertical circle.—Zenith.—Nadir.—Horizon.

II.

5. Fixed stars ; their distance from the earth.
6. Rising and setting of the stars ;—Polar star.
7. Stars of different magnitudes visible to the naked eye.
8. Periodical, temporary and colored stars.
9. Double stars ; Milky Way ; nebulae.
10. Cause for the disappearance of the stars during the day.
11. Circle of perpetual apparition and perpetual occultation.
12. Classification of stars ; principal constellations.

III.

13. Form of the earth and phenomena which indicate it.
14. Apparent horizon.—Real horizon.
15. Axis of the earth.—Terrestrial Poles.—Meridian.—Equator.
16. Geographical longitudes.—First meridian.
17. Determination of longitude and of latitude.
18. Parallel, oblique, and right spheres.
19. Rotatory motion of the earth ; principle facts which prove it.

IV.

20. The sun's annual change of position.
21. Ecliptic; its obliquity.
22. Equinoxes and soltices; change of the equinoxes.
23. Polar circles.—Colure.
24. Signs of the Zodiac.
25. Radius, size, mass and density of the sun.
26. Distance of the sun from the earth.
27. Spots in the sun;—revolution of the sun on his axis.
28. Physical constitution of the sun.

V.

29. True solar day; mean day;—true solar time; mean time.
30. Commencement of civil day and solar day.
31. Length of civil year.
32. Calendar;—Gregorian Calendar.
33. Cause of inequality in the duration of day and night.
34. Duration of day in Arctic regions.
35. Seasons; cause; unequal length.

VI.

36. Moon; its light; motion round the earth.
37. Lunar month; lunar day.
38. Distance of the moon from the earth.
39. Radius and size of the moon.
40. Mass and density of the moon.
41. Phases of the moon.
42. Rotatory motion of the moon.
43. Mountains and valleys of the moon.
44. Atmosphere and climate of the moon.
45. Tides and the cause.

VII.

46. Eclipses of the sun and moon;—cause.
47. Difference in these eclipses.
48. Umbra and Penumbra.
49. Conditions necessary to produce an eclipse.
50. Partial, total, and annular eclipse.

VIII

51. Planets; difference between planets and fixed stars.
52. *Inferior* and *superior* planets.
53. Names of the principal planets.
54. Universal principle of gravitation.
55. Particulars about Mercury.
56. Particulars about Venus.
57. Particulars about Mars.
58. Particulars about Jupiter.

59. Particulars about Saturn.
60. Particulars about Uranus.
61. Particulars about Neptune.
62. Asteroids.
63. Comets.—Nucleus.—Envelope.—Tail.

PROGRAMME No. 8.

AGRICULTURE.

I.

1. Object and utility of lessons in agriculture.
2. Conditions necessary to successful germination.
3. Names of the different kinds of soil.
4. Substances of which different soils are composed; define those that impart valuable properties to the soil.
5. Influences of sub-soil on the quality of land;—sloping land.

II.

6. Modes of improving the soil.
7. Distribution of crops; its principle.
8. Organic fertilizers; principle fertilizers of this class.
9. Particulars about the relative properties of fertilizers, and methods of application to the soil.
10. Fermentation of manures; method of obtaining the best results.
11. Mineral fertilizers;—kinds of soils which derive benefit from the application of lime; utility of plaster.
12. Object to be kept in view in the improvement of stock, and the best methods to insure success.
13. Choice of breeding stock;—care which should be bestowed on the sanitary condition of animals.

III.

14. Care which should be taken in selecting a farm;—what its size should be.
15. Buildings necessary to a farm;—their arrangement.
16. Principal agricultural implements, and description of their essential parts.
17. Drainage; its utility;—best method to be employed.
18. What constitutes good ploughing; size and depth of the furrow, and size of the beds.
19. Best time for ploughing, and the reasons which should induce a farmer to avail himself of it;—object of harrowing.
20. Rotation of crops;—the most common system employed.
21. Fallow land; benefits to be derived from fallow, and the method usually employed.

IV.

22. Care which should be taken in selecting seed, and the benefits to be derived from an occasional change.

-
23. Names of the plants most generally cultivated in Canada ;—advantages of mowing before grasses have obtained their full maturity.
 24. Land most suited for the cultivation of wheat ; time of sowing.
 25. Cultivation of rye and barley ; land best adapted to these crops ;—practical culture of barley.
 26. Cultivation of oats, and their use.
 27. Cultivation of Indian corn, and its use.
 28. Soil best adapted to the culture of peas ; mode of culture.
 29. Cultivation of the potatoe ;—soil best adapted.
 30. Method of cultivating carrots and turnips ;—their use.
 31. Method of sowing and mowing clover ; its use.
 32. Particulars about the cultivation of hay ; its use.
 33. Live stock necessary to the farmer, and its care.
 34. Description of a model dairy ;—method of making butter.
 35. Method of making cheese.

REPORT

OF THE

JACQUES-CARTIER NORMAL SCHOOL,

FOR THE YEAR 1860-61.

To the Honorable P. J. O. CHAUVEAU, Superintendent of Public Instruction for Lower Canada.

SIR,—I have the honor to present to you my Report on the state and progress of the Jacques-Cartier Normal School, for the school-year 1860-1.

ADMISSION OF PUPILS.

Fifty-one pupils were admitted in the course of the year. Of that number,

- 5 were from without the District of Montreal;
- 46 belonged to the District of Montreal.

—
51 Total.

—
25 were old pupils.

26 new "

—
51 Total.

- 3 Had received our Model School diploma.
- 14 Had received our Elementary School diploma.
- 3 Were old teachers, and held diplomas from the Board of Examiners;
- 2 Had been members of an order devoted to teaching;
- 2 Had commenced their studies at college;
- 2 Had been trained by teachers from our school;
- 4 Had studied at academies;
- 21 Had attended Model or Elementary Schools.

—
51 Total.

In the distribution of the scholarships which the Government has so generously founded for the encouragement of poor pupils, I deemed it my duty to recommend, in the first place, those pupils who had been authorized to return in order to take out a higher diploma than the one they had previously obtained; because, in the first place, they came within the conditions laid down by the Government, and then they had furnished proof of capacity, and were thus doubly entitled to receive encouragement. But, nevertheless, as the number of applications for admission was large, and as the majority of the

candidates were unable to pay the whole of their tuition fees, I was under the painful necessity of refusing many of them, or of putting them off to a future period. I have the satisfaction of knowing that the delay has been but temporary; nearly all of them have been admitted for the school-year 1861-2.

In the examinations for admission, we have found a very marked progress as compared with previous years; the candidates are much further advanced in the French language and Arithmetic; in geography, however, there is still room for improvement. I am happy to find that the progress which I had anticipated, as will appear from my other Reports, is not likely to fail us, and that it has already enabled us to develop our course as fully as is desirable.

COURSE OF STUDIES.

We have added to our course a new class, to prepare our pupils for the Academy Certificates. Hitherto our course had been confined to preparing them for Elementary and Model School Certificates.

This addition necessitated an increased amount of labor on the part of the professors, (about five hours per day), which it would have been out of their power to accomplish, had you not given us an assistant professor, Mr. G. J. Dostaler, a distinguished pupil of this school, who had followed the *Cours des Sciences* at the Laval University.

In this third class, while complying with the requirements of the law, our efforts will be chiefly directed to the study of mathematics and natural history, in view of the importance of developing a taste for that study among the youth of our country.

The following table shews the number of Pupils in each class :

First year, preparing for Elementary School Certificate.....	29
Second year, " Model " "	19
Third year, " Academy " "	3
	—
	51
	—

Two pupils (one of the 3rd year, Mr. Pelland, and one of the 2nd year, Mr. Buteau) having accepted situations, as stated in my last Report, the last two numbers have been reduced since the month of October, 1860.

I need not call your attention to the zeal and devotedness displayed by the professors, of that you have yourself been a witness; nor shall I dwell in praise upon the good conduct and diligence of the pupils; this is nothing more than what the Government and the country had a right to expect from them.

EXAMINATIONS AND DIPLOMAS.

After the examination for the first half-year, I had the honor to furnish you with the names of twenty-four pupils for the different diplomas, namely :

- 2 for Academy Diplomas.
- 13 for Model School Diplomas.
- 9 for Elementary School Diplomas.

—
24 Total.
—

This is the largest number we have as yet been enabled to obtain. It is another instance of the beneficial effects resulting from the improvement already referred to in the acquirements of the pupils presenting themselves for the admission examination, and I have reason to anticipate from the result of the examination for the current year, that this improvement will continue.

Of these twenty-four pupils, five have asked and obtained permission to return to the

school in order to prepare for Academy diplomas, and four in order to prepare for Model School diplomas; one is ill and in need of rest, the others are engaged in teaching.

Several of the latter have secured excellent situations:

Mr. Guérin is teaching at Point Levi College; Mr. Lamarche and Mr. Pepin at St. Vincent de Paul College.

I must bring under your notice the devotedness displayed by Messrs Hurtubise, Dorais, Manseau, and Desforges, who have consented to leave their families in order to go and teach in the district of Gaspé.

GENERAL REMARKS.

The pupils have enjoyed excellent health throughout the whole year. Towards the end of the year, however, a case of small-pox occurred; but it was not accompanied with alarming symptoms, and the precautions adopted by the physician were the means of preventing contagion. I have been grieved to learn that three old pupils, two of whom had left the establishment in previous years on account of ill health, have died during the year.

As in former years, we had the public course, in addition to the regular course followed by the pupils. Mr. Dostaler kindly undertook the course of Chemistry, and acquitted himself in a manner highly creditable to himself. I took charge of the History of Canada myself. We have increased our chemical laboratory and our various collections of specimens in Natural History. The Abbé Rousseau, of the Seminary of St. Sulpice, has presented to the school a Canadian entomological collection, made and classified by himself. This gift is all the more valuable, inasmuch as it completes our general entomological collection. Principal Dawson and Mr. Germain, Inspector of schools, have also kindly given us archæological objects, and Indian curiosities. Mr. Béchard, of the Education Department, has furnished us with a large collection of agates, from Gaspé; when classified, they will form the basis of a separate collection.

MODEL SCHOOL.

Our Model School has been attended by 107 pupils. I was pleased to find that the majority of those who entered the school at the commencement of the year, remained to the end; while the fluctuations caused by withdrawals and admissions, were for the most part confined to those entering during the course of the year.

The present position of the pupils who left the school during the course of the year or since, is pretty accurately exhibited in the following table:

- 11 at different colleges;
- 3 clerks;
- 9 apprentices;
- 2 left the city;
- 2 no longer attend school;
- 4 have returned to our school.

The others have entered other schools in the city. We have also to deplore the death of a young pupil, but the general health has been excellent.

Before concluding, I beg to remind you of the fact that the prize founded by H. P. H. the Prince of Wales, and the conditions under which it is granted, has contributed in no small degree to foster emulation and love of study amongst our pupils. The candidate to whom it has been awarded for the first time, is Mr. Lamy of St. Sévere, of the District of Three Rivers.

I have the honor to be, Sir,

Your very humble servant,

H. A. B. VERREAU.

R E P O R T

OF THE

MCGILL NORMAL SCHOOL,

For the Educational Year ending July 1st, 1861.

To the Honorable

The SUPERINTENDENT OF EDUCATION.

SIR,—I have again to report, with gratitude for the blessing of God on our labors, the close of another successful session of this school. Though, as stated in my last report, the number of teachers in training has not been so large as in some previous sessions, not having exceeded 61, yet the discipline and work of the school have been most satisfactory and the results very encouraging.

I was enabled, at the close of the session, to recommend

For the Academy Diploma.....	1
For the Model School Diploma	16
For the Elementary Diploma.....	21
Total.....	38
For promotion to the senior class	7

I am confident that in no previous session have teachers more worthy of the confidence and support of the public been sent forth. I trust that they will promptly secure the employment which they deserve, and that the Province will receive the benefit of the training which they have obtained.

Of those who have received diplomas,

Are resident in Montreal	23
“ in other places	15
Are Males	4
Females	34

In my report for 1859, 83 teachers in all were stated to have received diplomas. In the session of 1859-60, 54 diplomas were granted; and, deducting 14 given to pupils who previously possessed elementary diplomas, this would give 123 persons in all. To these must now be added 21 persons who have received diplomas in the past session, being in all 144 persons who have received diplomas since the commencement of the school.

It is a matter of regret that, owing to the shortness of the engagements of teachers and their frequent changes of place, it is impossible to keep a perfectly accurate record of the employment of our teachers. From such information as I can collect, I have reason

to believe that nearly three-fourths of the whole are or have lately been in useful educational positions. Some have obtained remunerative salaries; others are teaching in poor districts, or have been obliged to go beyond the limits of the Province in search of employment. We have now pupils scattered through all the English-speaking districts of the Province, from Gaspé, where two of them are placed, to the western limits of the Province. One young lady, who has attended a part of our course, is teaching in Labrador, several are teaching in Upper Canada, and one has taught in Wisconsin, and another, I believe, in California.

Although the majority of our pupils have been derived from Montreal and places adjacent, the school has attracted pupils from the extreme limits of the Province, and I trust that the facilities offered will cause the number of such students to increase. I have found, however, that the change made two years ago in the distribution of the bursary fund, has operated as a hindrance to poor students from the country; and to remedy this, I would now advise that one-third of the bursary, with the travelling expenses, should be payable to such students on their passing the Christmas examinations, and that students resident in Montreal should receive at the end of the session sums not exceeding two-thirds of those paid at that period to non-resident pupils.

The arrangements for study and discipline in the school have now attained a high degree of perfection, and, with the exception of minor details in the organization and work of the classes do not appear to admit of much further beneficial change with the present means and staff of the school.

It has been established as a principle in the management of the school, that a considerable proportion of the time of teachers in training should be spent in the practice of teaching in the Model Schools, and that the time thus spent should be kept quite distinct from that devoted to class instruction.

Further, the work has been so distributed that the junior and senior classes might alternate with each other in the class-rooms and in the Model Schools.

In the junior division, the time occupied in the class-room amounts to twenty-three hours in each week, and is distributed as follows:—

	Hours.
1. English Grammar, Composition, and Writing	5
2. Arithmetic, Geometry, Algebra, and Book-keeping	6
3. French	2
4. Geography	2
5. Art of Teaching, History, Natural Philosophy, Natural History, Drawing, Elocution, Vocal Music, Religious Instruction, each 1 hour	8
	23

The four first departments we regard as essential to the work of the teacher. Those included in the fifth head are regarded as subsidiary to the former, in so far as the work of a Normal School is concerned.

In the senior division the number of hours is twenty-four, distributed as follows:—

	Hours.
1. English Grammar and Literature	4
2. Arithmetic, Algebra, Geometry, Book-keeping	6
3. French	3
4. History, Geography, Art of Teaching, Natural Philosophy, Natural History, Agricultural Chemistry, Elocution, Drawing, Instrumental and Vocal Music, Religious Instruction, 1 hour each	16
	24

In order that so many subjects may be carried on simultaneously, much home study is required; so that the time of the pupils is fully occupied, and their powers taxed to the

utmost. The effects of this are very obvious in our senior division, whose capacity for mental exertion always presents a most marked and favorable contrast with that of the junior on their entrance into the school. In all the subjects especial attention is given to inculcating on the pupils principles and modes of teaching.

The greatest drawback to the efficiency of Normal Schools here as elsewhere, is the necessity of condensing into two sessions so large and varied a course of study. The great length of our session, extending as it does over ten months, and its division into terms, render this drawback less manifest here than in most other schools. Still, it would be a great advantage had we sufficient staff of teachers to institute either a preliminary course of study preparatory to that for the Elementary diploma, or an advanced course leading to an Academy diploma, and including higher studies than those of the present senior classes, especially in the languages. The very great importance of the Normal Schools to the educational interests of the country will, I trust, ere long induce the Government to take such extension of their capabilities into consideration.

The following statement of the course of study in the Normal School will give a more detailed view of our work as at present carried on:—

1. JUNIOR CLASS STUDYING FOR THE ELEMENTARY DIPLOMA.

First term, from September 1st to December 20th.

(*Entrance Examination as stated above.*)

English—Grammar and Composition so far as to parse Syntactically, and write correctly a few short descriptive sentences—Text books, Bullion's Grammar and Parker's Progressive Lessons; Reading and Spelling, Etymology, Penmanship.

Geography—So far as to have a good acquaintance with the Map of the World.

History—Outline of Sacred and Ancient History.—History of Canada.—Text Book, White and Roy.

Arithmetic—Simple and compound rules, Vulgar and Decimal Fractions, Practice and Proportion, with explanation and demonstration of rules. Text Book, Sangster's Arithmetic.

Algebra—The elementary rules as in the Algebra of Chamber's Educational Course.

Geometry—First Book of Euclid.

French—Elements of Grammar, easy reading and translation. Text Book, Ollendorf.

Natural History—Elements of Animal Physiology.

Drawing—Elements and simple outlines.

Music—Elements of Vocal Music.

Second term—January 1st to April 1st.

(*Pupils entering at the commencement of this term will be expected to pass a satisfactory examination in the subjects of the previous term.*)

English—Grammar and Composition, so far as to be able to analyze simple and complex sentences, and to write correctly a short essay on a familiar subject.

Geography—So far as a good acquaintance with the physical features and political divisions of the great continents.

History of England and France. Ancient History.

Arithmetic—Commission, Brokerage, Insurance, Purchase of Stocks, Interest, Exchange. Book-keeping.

Algebra—Simple Equations of one and two unknown quantities.

Geometry—Second and Third Books of Euclid.

French—Grammar continued, including Syntax, Reading, Translation, Oral and Written Exercises.

Natural History—Systematic Zoology. Text-book, Patterson's Zoology for Schools.

Drawing—Landscape, &c., in pencil.

Music—Vocal Music continued.

Third Term—April 1st to July 1st.

(Pupils entering at the commencement of this term will be expected to pass a satisfactory examination in the subjects of the two previous terms.)

English—Advanced Lessons in Grammar and Composition.

Geography and History—Advanced lessons, with use of Globes, and recapitulation of previous parts of the course.

Art of Teaching—Including Hygiene and Elements of Mental Science.

Arithmetic—Conclusion of Commercial Arithmetic and general recapitulation.

Algebra—Quadratic Equations and recapitulation.

Natural Philosophy—Matter, Motion, and Mechanical Powers.

French—Advanced Grammar, Composition, Reading and Conversation.

Natural History, Drawing and Music—Continued as in previous terms.

Religious Instruction will be given throughout the session.

II. SENIOR CLASS STUDYING FOR THE MODEL DIPLOMA.

(Pupils entering this Class will be expected to pass a satisfactory examination in the subjects of the Junior Class. The Class will pursue its studies throughout the session, without any definite division into terms.)

English—Principles of Grammar and Composition, Style. History of the English Language. Lectures on English Literature. Elocution.

Geography—Mathematical, with Nautical Problems, Detailed course of Political and Physical Geography.

History—Mediaeval and Modern, with especial reference to the History of Literature, Science, and Art, and to Colonization and Commerce.

Education—Advanced Course of Lectures on Educational Subjects.

Mathematics—Logarithmic, Algebraic, and Geometric Arithmetic, Recapitulation of Commercial Arithmetic. Quadratic Equations continued. Ratios and Progressions. Theorem of Undetermined Co-efficients. Binomial and Exponential Theorems. Theory of Equations. 5th and 6th Books of Euclid. Elements of Solid Geometry and Trigonometry.

Natural Philosophy—Hydrostatics, Pneumatics, Heat, Optics, and Electricity.

French—Advanced Course of French Literature, with Composition and Conversations in French.

Natural History—Botany and Vegetable Physiology.

Agricultural Chemistry—Principles and applications to Canadian Agriculture.

Drawing—Figures from the Flat and from Models. Elements of Perspective.

Music—Instrumental Music, and continuation of Vocal Music.

Religious Instruction—Throughout the session.

Classics—A course of study in Classics, with the view of obtaining the Academy diploma, will be provided for those pupils who may be found fitted to enter upon it.

TIME-TABLE OF MCGILL NORMAL SCHOOL, 1861-62.

SENIOR DIVISION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 10 11	Model School	History. Geography. Grammar.	Agricul. Chem. Instrum. Music. Vocal Music.	Education. Eng. Litterature. Composition.	Model School.	Elocution. Drawing. Singing.
1 2 3 4	Natural Phil- osophy. Arithmetic. Algebra. French.	Model Scho'l.	Arithmetic. Geometry. Botany. French.	Model School. Religious Instruc.	Algebra. Geometry. French. General Exercises	

JUNIOR DIVISION.

Hours.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
9 10 11	History. Geography. Composition.	Model School	Etymology. Zoology. Grammar.	Model School.	Geography. Grammar. Writing.	Drawing. Elocution. Singing.
1 2 3 4	Model Scho'l. Art of Teach.	Arithmetic. Algebra. Geometry. French.	Model School. Nat. Philosophy.	Arithmetic. Algebra. Geometry. Religious Instruc.	Model School. French.	

NOTE.—It is supposed by the regulations of the school, that pupils shall at their entrance be proficient in spelling; but as this is not always the case, extra lessons on this subject will be pursued so long as they may be necessary.

The following statement of the work of the McGill Model School has been prepared by Mr. McGregor, head-master of the boys' school:—

The number of pupils is limited to 300 by the size and number of the rooms at the disposal of the school. Pupils are admitted on application to the teachers at the school, if there is vacant at the time a seat which the applicant is capable of taking; otherwise the name and address are entered on the books, and he is notified when such a vacancy occurs. This notification is made strictly according to priority of application.

The school is divided into three departments, thus:—

The Primary Department
The Girls' " "
The Boys' " "

In each department are 100 pupils, divided into 10 classes of 10 each.

In the Primary Department the boys and girls are taught in the same classes but have separate play-grounds. They are divided into two sections of 50, each section under one teacher. The other departments are divided into three divisions each: the Junior Division of 30 pupils, the Intermediate Division of 30, and the Senior Division of 40. Each department is under two teachers. In all the departments the teachers are assisted by the teachers in training, students of the McGill Normal School, who are drafted thence for this purpose in sections.

These students superintend classes, hear recitations, or give instruction, as the head teachers of the different departments may appoint.

The instruction given in the school, as to its matter, aims at the imparting a plain english education, and, as to its manner, at the cultivating habits of close observation, correct thought, industry and perseverance; in short, it aims at teaching the pupil correctly to teach himself.

The course of study may be seen by the following summary of the time tables, showing the number of hours given to each subject during each division in a week:—

	Senior.	Intermediate.	Junior.	Primary.
Bible Lesson.....	1½	1½	1½	1½
Reading and Spelling.....	2½	4½	7½	7½
Arithmetic	5	6	7	5
Writing	2½	2½	2½	2½
Linear Drawing	1½	1½	1½	2½
Geography.....	2	2½	1½	1½
Grammar.....	2½	2½	1	
Etymology	2	2		
History	2			
French	1½			
Miscellaneous	1	1	1½	1

The time under the heading "miscellaneous," in the above summary, is occasionally extended a little, and is given to drilling and calisthenics, to spelling matches, to miscellaneous questions propounded by the pupils, &c., &c., all tending to make the work of the school interesting, keeping in view always the useful training of the pupil as distinguished from mere amusement.

Throughout all the departments instruction is given to, and lessons are recited by classes (of 10) or by divisions (of 30 or 40). The pupils are thus questioned individually and at the same time taught simultaneously. To aid in this the school-rooms are well supplied with blackboards, of which constant use is made.

An amount of home-work—lessons to prepare and exercises to work—is given, not enough to overtask the pupil, but enough to call out some self-denial on his part if he does it well and neatly.

In the Primary Department the pupils are examined from time to time and are promoted according to the progress they have made. Those at the head of the highest class are promoted to the higher departments, as vacancies occur in the 1st classes of these, and for such vacancies they take precedence of outside applicants.

In the boys' and girls' departments examinations in writing are held at stated times on all the subjects taught in the school, and pupils take standing or are promoted from one class or division to another, according to the aggregate number of marks on all their papers.

During the term an exact account is kept of credit marks assigned to each pupil daily for good conduct, punctuality, and correct working of exercises, and perfectly recited lessons; of discredit marks for seriously improper conduct, and for very badly recited lessons, of number of days absent, number of times late, &c.; all of which are embodied in a report sent to the parent or guardian of the pupil at the end of each term.

It has not hitherto appeared possible to organize, in connection with the school, any mode of preserving an associate connection among those who have received its diplomas. The number of teachers sent out by it is now, however, so large that some hope may be entertained of success in such an enterprise; and I am endeavoring to prepare, with the aid of the professors, a plan for organizing an association of teachers in connection with this Normal School, in the hope that it may form a bond of union for our former pupils, and by attracting along with them the more enthusiastic and able men of the profession trained elsewhere, may become a central association for the Protestant teachers of Lower Canada.

I have to thank the Pastors of the several churches in the city for their kind and zealous attention to the classes for religious instruction, which have been regularly attended, and I have no doubt with great benefit to the students.

The arrangements for the practice of the pupil-teachers in the Model Schools of the Colonial Church and School Society, have as usual been carried out with cordiality and success.

I have to report that the repairs which I had the honor to recommend at the close of the session, have been completed in the manner directed by the Government engineer, and the accounts have been forwarded through your office for payment.

The accounts for the year ending in July have as usual been prepared by the secretary, and audited by a committee of corporation, and are sent herewith.

I have much pleasure in stating that since the re-opening of the school in September, 66 pupils have been admitted, of whom 9 are young men.

I have the honor to be,

Your obedient servant,

J. W. DAWSON,

Principal, McGill Normal School.

December, 1861.

REPORT

ON THE

LAVAL NORMAL SCHOOL.

The Honorable P. J. O. CHAUVEAU,
Superintendent of Education, Montreal, C. E.

QUEBEC, 15th November, 1861.

SIR,—I have the honor to present my fourth report on the state and progress of the Laval Normal School, during the school year 1860–61.

I shall avoid, as far as possible, repeating the details contained in my previous reports, and confine my observations to certain points to which hitherto I have not given sufficient prominence.

I.—CANDIDATES.

It is generally about the end of May that I hold the preparatory examination of candidates for the ensuing year. As I observed that the immense extent of territory dependent on this school, and the difficulty of communication rendered most costly and fatiguing to many the journey to Quebec for this examination, I have this year, with your permission, and as provided for by the general regulation, appointed certain of the inspectors who reside at the greatest distance from Quebec, my delegates in their respective districts. They all responded to my appeal with much good will, and Messrs. Tanguay, Martin, Bourgeois, and Boivin, in particular, have in this instance manifested the greatest zeal.

A great number of persons of both sexes present themselves as candidates every year, whom I am unable to admit for want of accommodation; the number of young girls presenting themselves being more than double the number admissible. I am therefore in a position to make a good selection, and I give the preference to the more advanced candidates. The consequence is, that each year, those who present themselves as candidates are better prepared, and our classes contain a larger number of advanced pupils.

Certainly the majority of pupils admitted to the Normal School are, at the period of admission, as competent as those who obtain certificates from the Board of Examiners, inasmuch as the conditions required from both are much the same. Many of them are old teachers, of both sexes, who feel the necessity and benefit of retiring, in order to strengthen and perfect themselves in their profession.

II. EXHIBITIONS.

The Government having founded only 24 exhibitions for male pupil-teachers (23 of \$32, and 1 of \$28), and 24 others for female pupil-teachers (23 of \$24, and 1 of \$20), many promising candidates are unable to enter the Normal School for want of pecuniary means. No doubt the cost of board, even with the increase of 15 per cent. ordered by the Council of Public Instruction, is, strictly speaking, very moderate; nevertheless, it is still too high for a great many. It would, therefore, be desirable, if possible, to found a few more exhibitions.

III. PERIOD OF ENTRANCE.

Last year the pupils entered at the beginning of September, and nearly all were present at the opening of the classes. The size of the building occupied by the male teachers enables me to admit only some 36 as boarders. The Ursuline ladies can admit no more than 50 persons, and in order to accommodate even that number, they were put to a good deal of inconvenience. For the statistics I would refer to the tables at the end of this report.

IV. ORGANIZATION.

The division of time and the distribution of the various branches of a course among the professors, constitute a matter of difficulty in all educational establishments. The difficulty is still greater in a Normal School, where it is necessary not only to weigh the importance of each branch, in order to determine the time to be devoted to it, but to take into account the hours the pupils are to devote to teaching in the practising school. In addition to this, the difficulty is increased two-fold in the establishment under my care, from the fact that it comprises a double Normal School and a double Model School; notwithstanding that, it has only the same number of professors as the Jacques-Cartier Normal School. I am compelled in consequence to adapt our regulations to those of the Ursuline ladies, in order,

1st. That the professors may be enabled to teach the classes, male pupil-teachers and female pupil-teachers, each day in succession.

2nd. That the branches peculiar to each of the professors may be divided so that they may always have one to teach to each division of the pupils.

3rd. That these classes may not clash with the lessons in music, drawing, English, and religion, given by the religious ladies.

4th. That the latter lessons may not interfere with the other classes taught by these ladies.

5th. In fine, that the male and female pupil-teachers may also have sufficient time for teaching in the two Model Schools; I consider it a matter of great importance that their labors in the Model Schools should not cause them to miss their regular classes.

The distribution of this work of teaching amongst the different male and female pupil-teachers, and also of the supervision of the children (which I make each in turn undertake) is also a matter of very great difficulty. This organization, involving as it does so great a multiplicity of details, requires much close attention at the beginning of each year.

V. PROFESSORS, &c.

From all I have just stated, it is easy to imagine the amount of devotedness and abnegation required on the part of the professors, in attending to such a multitude of classes and lessons; and, with your permission, I may add that for all this they receive only the same salaries as the professors of the other Normal Schools, who have only about one-half as much work to do. This year, however, at my repeated request, you have been kind enough, when obtaining an assistant-professor for the Jacques-Cartier Normal School, to obtain for us a similar favor from the Government. The assistant thus granted had become a matter of urgent necessity for us; and it has naturally, though in a very slight degree, relieved the other professors—Messrs. Toussaint and Lacasse, and myself. The new professor, Mr. Norbert Thibault, an ex-pupil of this establishment, has indeed assisted us with great zeal and very marked success in teaching grammar, history, literature and the sciences to the pupil-teachers. Another of our old pupils, Mr. James Donnelly, has assisted (under your authority previously given) in teaching English. Mr. Gagnon has continued to act as professor of music; and Mr. Fortier, an ecclesiastic and director of studies, has taken charge of the department of sacred history. All the professors have displayed the greatest good will and the utmost deference and respect.

VI. COURSE OF STUDIES.

In the course of a Normal School some branches are absolutely essential, others, though useful, are of minor importance. Among the first I place the Art of Teaching

(to which I devote a separate paragraph), Religious Instruction, Reading, Writing, Grammar, Arithmetic, Geography, and the History of Canada.

1. *Religious Instruction.*—I myself take charge of this branch as regards the male pupil-teachers, devoting to it two hours each week. The Ursuline ladies have the chief charge of this branch for the female pupil-teachers.

2. *Reading.*—In the regular classes held every week in each division, we endeavor to instill into our pupils correct principles as regards pronunciation, spelling, fluent, correct, and expressive reading.

3. *Writing.*—Calligraphy presents great difficulties, owing to the advanced age at which pupils are admitted, and from the pernicious habits, as regards writing, contracted by many of them at the schools which they have attended, in which no attention whatever is paid to the principles of this art; nevertheless, Mr. Lacasse, who teaches this branch, has succeeded in obtaining highly gratifying results.

4. *Grammar.*—I look upon this branch as of the highest importance, and I make all the pupils devote a considerable time to it each day. They study the rules in full detail; then they apply them by repeated dictations, by correcting, orally and in writing, orthographical exercises, and by the repeated practice of grammatical and logical analysis.

5. *Arithmetic.*—The pupils go through all the rules theoretically and analytically as well as practically. They are accustomed to mental calculation, and familiarized with book-keeping by single and double entry.

6. *Geography.*—Our programme in this branch requires our pupils to be able to describe in minute detail the soil, products, commerce, climate, and government of each country, and to trace *from memory* full maps thereof. It is evident that in order to accomplish all this properly, it is necessary to be thoroughly conversant with and well grounded in geography.

7. *The History of Canada.*—This branch appears to me to be indispensable, and the pupils apply themselves to it with great attention, so as to make themselves masters of the subject. Nevertheless, the want of a good abridgement is daily becoming more and more felt.

To these essential branches we add elementary notions of literature and the mathematical and physical sciences.

Literature.—These lessons help to cultivate the taste of the pupils, to correct their style, and to develop their minds. A few exercises in narration, description, and, more especially, in letter-writing, make up this branch.

The Sciences.—It is impossible to deny the great necessity of both male and female teachers possessing some scientific knowledge, at least of an elementary nature. Without this, they could never give proper explanations of the thousand matters daily occurring in the books used by the children in reading, geography, &c.? They would not themselves understand the works and journals that fall into their hands, most of which presuppose the possession of such knowledge. Not that we have the slightest idea of attempting to make learned men of them; we merely desire them to discharge their duties with credit to themselves and benefit to the children.

Among the sciences there is one which all will approve our teaching at least theoretically, namely, agriculture. It would be highly expedient that we should have a piece of ground at our disposal, in order to combine a little practice with our teaching.

History.—In the second year, in addition to the history of this country, we give that of our former and our new mother countries, together with some particulars relating to that of our neighbors. This includes the whole of our historical programme.

Singing, Music.—As our pupil-teachers can render great services in the parishes, when they are acquainted with church-music, I cause them to be instructed in the theory and practice of it by the professor; and as all, both male and female teachers, may be made useful to the church by learning to play some musical instrument, and increase at the same time their own small income by giving private lessons, I have the piano and harmonium taught to all who evince any disposition to learn.

VII. THE ART OF TEACHING.

Many persons who have never opened a work on this subject, and who have no distinct perception of its meaning or its object, deem it little short of superfluous. In support of their prejudice, they instance certain teachers who teach very well, in their opinion, without ever having studied the art. Are they then prepared to assert that because a person has a natural talent for singing, music, painting, or a mechanical art, it would be useless for him to study its rules, and make use of his innate talent in acquiring a more complete knowledge of its principles—the result of experience? Or worse still, from such exceptional cases, rare as they must of necessity be, who will assert, as a general rule, that any person whatever, without previous study, relying merely upon his natural talents, can undertake to sing or execute a piece of music, paint a picture, &c.? Nevertheless, this is precisely what such persons imagine, and even publicly assert, with reference to teaching—a science having such a vast scope, so important an aim; an art involving such a multiplicity of difficulties in its application.

I give our pupils a regular course of instruction in the art of teaching, including both theory and practice. This course is given orally. It includes education and instruction. In the first part, I explain the manner of imparting physical, moral and intellectual education, including deportment and discipline. In the second, I enter upon a full development of the various methods of teaching particular systems, and the means of creating emulation. I conclude the whole with a description of the qualities necessary in a teacher; the manner in which he should conduct himself under all circumstances and towards all; his studies and amusements; in fine, the government of the school, material adjuncts, hygienic precautions, &c. It is thus easy to see how vast and important the subject is.

VIII. MODEL SCHOOLS.

The Model Schools form an indispensable part of the Normal School system. There it is that, under a constant and watchful supervision, the pupil-teachers, of both sexes, apply the principles of the art of teaching; there they are gradually familiarised with the difficult art of conducting children; their very faults become a benefit from the remarks which they call forth. I make frequent visits to these schools; I require the professors and the religious ladies to take note of the exactness, energy, activity, and method of teaching of the pupils; I make each of the latter in turn, from time to time, either take charge of the whole school alone, or teach his own class in presence of all his fellow pupil-teachers, so that they may notice and criticise subsequently, in private, any failure on his part.

Our Model Schools, thanks to the devotedness of the Ursuline ladies and our professors, as also to the good will displayed by our pupils, are on an excellent footing. In addition to the progress made by the children under all of them, I deem it just to make special mention of the remarkable success of Mr. Cloutier in maintaining discipline. Our Model Schools stand so high in public opinion, that we are compelled, for want of room, to refuse admission to a large number of children. Many of the pupils attending them belong to our best families; a good many of them are grown up and well advanced; some of them come every day from a great distance, from La Canardière, Sillery, &c., or board in the city when their parents live too far away.

These schools have already furnished us with several well qualified pupil-teachers of both sexes.

IX. EXAMINATIONS, &c.

In order to create emulation among the pupils, I frequently require them to compete in the various branches included in their course. I also visit the classes often, so as to judge for myself of their application and progress. In the middle of the school-year, about the end of January, I make them undergo a private examination on the subjects they have studied up to that time. Then in the month of June, I put them to another test, general in this case, preparatory to the granting of diplomas. The whole is terminated with a public examination on the most interesting branches. These examinations are partly oral and partly in writing, and embrace all the subjects included in the course.

I decided this year to establish a debating society among the male pupil-teachers, to which they have given the name of *Société de St. Jean*; the meetings, every Thursday, are devoted to reading essays, reciting selected pieces in verse or prose, and to the discussion of questions relating to grammar, history, geography, literature, teaching, and the sciences. Another advantage which this society affords its members is that it familiarises them with the proceedings of deliberative assemblies. The formal meetings occasionally held, also accustom them to public speaking. Finally, the conditions exacted in order to obtain admission to various grades, are also a powerful means of stimulating them to exertion.

At the examination this summer, sir, you awarded the new prize for which we are indebted to the munificence of His Royal Highness the Prince of Wales, to one of the pupil-teachers, Mr. Prudent Houde, of Ste. Croix. This prize, which is so difficult to win, and in consequence so honorable, will, I have no doubt, prove a great inducement to many to distinguish themselves by good conduct, application and success.

X. DIPLOMAS.

If at first I exhibited a degree of indulgence with respect to diplomas, especially on account of the considerable sacrifices which were made by several pupils advanced in life, in order to pass some time at the Normal School, I now perceive how necessary it is for me to be more and more strict in presenting to you the candidates for this honor. This year in particular, I have strictly made a point of refusing my certificate when good conduct did not sufficiently keep pace with success in study, or when I perceived some very prominent fault in character; and it is not my intention in future to abate this severity, which I look upon as salutary.

Those of our pupils who are desirous of attending a second year, do not usually ask for the Elementary School Diplomas at the end of the first, and in consequence of this our diplomas of that class are less numerous than elsewhere.

XI. OLD PUPILS.

Since its establishment this Normal School has been attended by 246 pupils.

Of these 246 pupils,	of whom 103 were males and 143 females,
140 have received 146 diplomas,	“ 48 “ 92 “
37 are still at the Normal School,	“ 18 “ 19 “
5 have died,	“ 2 “ 3 “
20 have received diplomas from	
some Board of Examiners,	“ 8 “ 12 “
49 have left without any diploma,	“ 25 “ 24 “

Of the 140 who have received our diplomas, of whom 48 were males and 92 females, 114 are or have been engaged in instruction, of whom 32 were males and 82 females. Almost all the female pupil-teachers who have received the diploma of the Normal School have therefore taken part, more or less, in instruction.

Of the 16 male pupil-teachers who remain,
 7 are still at the Normal School,
 2 abstain from teaching upon medical certificate,
 1 is dead.

The 6 others are ready to accept situations.

Of the 20 pupils who hold diplomas from the Board of Examiners, 2 only are not engaged in teaching, but are in search of situations.

To sum up, in four years our Normal School has furnished as teachers 132 pupils, of whom 40 were males and 92 females; of these

114 have received our diploma, of whom 32 were males and 82 females, and
 18 have received that of the Examiners, 8 “ 10 “

I know of but two or three, moreover, who are not or have not been perfectly willing to take part in instruction.

This is a triumphant reply to the apprehensions entertained by many as to the results of the Normal School.

Most of our male and female teachers carry on their schools successfully and upon the mutual simultaneous system; some of them even in a remarkable manner. I have only had to reprove a few for a certain lack of energy. At my request, they nearly all keep up a

regular half-yearly correspondence with me, in which they impart to me all the encouragement they meet with and the difficulties they encounter in the practice of their profession. They seem to be perfectly aware how useful such reports are to them; whilst they are, on their part, a mark of confidence and gratitude.

I may add that many of our old pupil-teachers are very regular in assisting at the conferences.

I am also most happy that, in accordance with the recommendation of a great number of respectable persons residing in the Counties of Ottawa and Pontiac, you have suggested the name of Mr. Charles Borromée Rouleau, Professor of the Aylmer Academy and a holder of our Academy Diploma, to be appointed school inspector.

XII. LIBRARY, MUSEUMS, &c.

Thanks to your liberality, Mr. Superintendent, and to the purchases which you authorized me to make, our library is increased daily, and generally by well-chosen works. It has received a considerable addition by the addition of that belonging to the teachers' association, which was formerly deposited at Mr. Juncau's, at St. Rochs.

Our library, which now contains over 2000 volumes, is at the disposal of the professors and pupils of the Normal School, of the members of the before-mentioned association, and also of all male teachers who form part of our conference, upon payment of half a dollar a-year. Books of reference may be consulted at the library; the others may be taken away for a time not exceeding three months. The female teachers enjoy the same advantages upon payment of a similar contribution. Mr. Lacasse performs the duties of librarian.

I have commenced the classification of our collection of minerals and the formation of a zoological museum; I shall in time gradually make additions to them, as also to the physical and chemical collections.

XIII. DISCIPLINE, HEALTH, &c.

Discipline is essential in a Normal School; in this respect I am pretty well satisfied with our pupils, both male and female. They know that every attempt at insubordination, and every irregularity in their conduct will meet with a severe reproof. Thus I have seldom been reduced to the painful necessity of punishing, and above all of expelling.

Their health has been tolerably good, although most of the male pupil-teachers have suffered considerably from the insufficient size of the space intended for recreation. I consider it my duty, in accordance with the advice of the physician, to call your special attention to this subject. It is true I have to a certain but not sufficient extent made up this deficiency by sending them to walk in the town, in charge of the sub-proctor (*maitre de salle*).

We have had to deplore the death of a male pupil-teacher, Mr. Onésime Fiset, of St. Henri, a young man of excellent character and good abilities; and one female pupil-teacher, Miss Mathilde Bourget, of Ste. Claire, also a very estimable person. Both died of consumption, at home with their relations, after having been absent from the classes for several months. We have also lost two of our old pupils, Mr. Edouard Labrègue, of Beaumont, who had always been prevented from teaching by illness, and Miss Elizabeth Cameron, a teacher in the Academy of Ste. Gertrude, a person of most excellent character and ability.

FINANCES.

Notwithstanding the greatest economy, there is every year a considerable deficit in the funds of our Normal School. This state of affairs is very disagreeable to us, but may be easily explained: there is no boarding-house attached to the McGill School and but one to the Jacques-Cartier School; here we have two to support, and yet we receive just the same sum as the first, and four hundred dollars less than the second. Thus I do not receive a penny from the Government towards paying the Ursuline ladies for the board of our 50 female pupil-teachers, and for furnishing them with beds, benches, desks, books, paper, copy-books, ink, chalk, &c., &c. I venture to hope that this treatment of us will soon be changed, and that a sufficient grant will be made to us, at any rate for the future. I am aware that you are very desirous that this improvement in our condition should be effected. I thank you for

the sincere interest in our establishment which you have so frequently exhibited, and beg you to believe me, with the highest consideration,

Your very humble and obedient servant,

(Signed),

JEAN LANGEVIN, P^{TRE.},

Principal.

	Pupils.					Diplomas granted for Schools				Pupils holding Diplomas.		Left without Diplomas.
	2nd Division.	1st Division.	Academical Scholars.	Total Number.	New.	Elementary.	Model.	Academy.	Total Diplomas.	From Normal School.	From Examiners.	
Male Teachers in 1857.....	11	11	.....	22	22	.....	.....	.....	.....	.....	2	8
do do in 1858.....	16	16	.....	32	17	4	9	.....	13	13	.....	3
do do in 1859.....	15	19	.....	34	20	2	16	.....	18	18	1	3
do do in 1860.....	25	11	4	40	25	1	7	4	13	8	2	3
do do in 1861.....	24	14	3	41	19	4	5	1	10	9	3	8
.....	.....	.....	.....	103	.....	11	37	5	53	48	8	25
Female Teachers in 1857.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
do do in 1858.....	27	13	.....	40	40	8	.....	.....	8	8	2	7
do do in 1859.....	27	25	.....	52	26	10	17	.....	27	27	2	4
do do in 1860.....	39	15	.....	54	41	15	12	.....	27	26	3	5
do do in 1861.....	39	14	.....	53	36	9	12	.....	31	31	5	5
.....	.....	.....	.....	143	.....	42	41	.....	93	92	12	24
Grand Total.....	.....	.....	.....	246	.....	53	78	5	146	140	20	49

Places of residence of the 246 Pupils.

	Male Teachers.	Female Teachers.	Total.
City of Quebec.....	15	34	49
County of Bellechasse.....	10	21	31
do Montmorency.....	12	10	22
do Quebec.....	10	11	21
do Montmagny.....	5	13	18
do Charlevoix.....	15	2	17
do Portneuf.....	3	9	12
do Lotbinière.....	5	6	11
do L'Islet.....	4	7	11
do Lévis.....	5	6	11
do Kamouraska.....	5	6	11
do Dorchester.....	5	3	8
do Temiscouata.....	6	2	8
do Nicolet.....	2	4	6
do Rimouski.....	0	2	2
do Beauce.....	1	1	2
do St. Maurice.....	0	1	1
do Yamaska.....	0	1	1
do Arthabaska.....	0	1	1
do Stormont, C.W.....	0	1	1
Nova Scotia.....	0	2	2
Total.....	103	143	246

Parishes where the Male Pupil-Teachers are teaching.

Diplomas.	Names.	Parishes.	Salary.	Number of children.	Number of classes.
	Messrs.		\$		
M.	Boivin.....	School Inspector.....			
A.	Rouleau, Ch.....	School Inspector.....			
	<i>Normal School.</i>				
A.	Thibault	Joint Professor.....	400		
M.	Cloutier	Teacher of Model School.....	600	148	10
	<i>Academies.</i>				
A.	Deguisse	Baie St. Paul.....	300	54	5
A.	Demers	Berthier (en haut)	300	30	2
A.	Fialte	St. Sauveur (Quebec).....	320	60	5
M.	Donnelly	Aylmer	360	45	5
M.	Mignault †.....	St. Jean (Island of Orleans)			
	<i>Model Schools.</i>				
M.	Larue	St. Gervais.....	200	40	4
M.	Roy, Louis.....	St. Henri.....	260	60	5
M.	Legendre	Beaumont.....	300	95	4
M.	Létourneau	St. Foye.....	280	70	4
M.	Lefebvre.....	Pointe-aux-Trembles	320	56	5
M.	Prémont.....	St. Famille	200	50	5
M.	Esnouf	St. Nicolas.....	240	25	3
M.	Girardin	Château-Richer	240	40	3
M.	Tremblay	St. Paschal	200	45	3
M.	Pagcau	St. Jean-Deschailions.....	220	58	4
M.	Côté, Cléophe	Eboulements	220	60	5
M.	Huot.....	St. Charles	220	55	5
M.	Couture.....	Rivière-Ouello	220	33	4
M.	Bouchard †	St. Antoine (St. Hyacinth).....			
	<i>Elementary School.</i>				
E.	Langlois.....	St. François (du sud).....	112	45	4
	<i>With Examiners' Diplomas.</i>				
E.	Smith	Quebec.....			
E.	Provençal	Rivière-au-Renard			
E.	Robitaille	Rivière-au-Renard			

† Their Report has not yet reached me.

A Denotes an Academy Diploma.

M " a Model School Diploma.

E " an Elementary School Diploma.

Parishes where the Female Pupil-Teachers are teaching.

Diplomas.	Names.	Parishes.	Salaries.	Number of children.	Number of classes.
	<i>Academies.</i>		\$		
M.	Laroche.....	St. Michel.....	256	68	4
E.	Dubé.....	do.....	144		
	<i>Model Schools.</i>				
M.	Chamberland.....	St. Romuald.....	144	80	4
M.	Letourneau.....	St. Jean Port Joli.....	200	50	4
M.	Armstrong.....	Somerset.....	200	25	4
M.	Talbot, Cél.....	St. André.....	160	60	5
M.	Perusse, S.....	Stanford.....	160	148	6
M.	Coté, Cath.....	Pointe du Lac.....	200	75	5
M.	Pérusse, D.....	Lotbinière.....	200	32	3
M.	Gosselin.....	St. Irénée.....	160	60	4
M.	Tapin.....	St. Augustin.....	200	70	4
M.	Vallée, Car.....	Charlesbourg.....	160	40	3
M.	Lachaine.....	Cap St. Ignace.....	128	70	5
M.	Bacon.....	Grande Baie.....	160	100	6
E.	Couette.....	do.....	100		
M.	McManus.....	St. Anne de la Pocatière.....	100	25	3
M.	McDonald.....	Cornwall (C. W.).....	120	10	3
M.	*De Tonnancour, H.....	Escumains.....			
M.	*Chouinard.....	St. Raphaël.....			
M.	*Forgues.....	Quebec.....			
M.	*Couture, Anne.....	St. Charles.....			
M.	*Coté, Eliz.....	St. Pierre du Sud.....			
	<i>Elementary Schools.</i>				
M.	Auger.....	Lotbinière.....	120	50	6
M.	Fournier, Pam.....	Cap St. Ignace.....	120	45	4
M.	Boulé.....	St. Thomas.....	100	32	5
M.	Lefebvre.....	St. Joachim.....	200	30	3
E.	Pageau.....	Ancienne Lorste.....	144	70	7
E.	Cloutier.....	St. Roch des Aulnets.....	120	60	5
E.	Pouliot.....	Rimouski.....	120	45	5
E.	Sauvageau.....	Deschambault.....	88	54	4
E.	McGorlick, M. A.....	St. Nicolas.....	120	41	5
E.	Turgeon, Phil.....	St. Charles.....	100	36	4
E.	Andry.....	Petite Rivière.....	120	36	4
E.	Belanger, Peup.....	Trois Pistoles.....	92	76	3
E.	Lebel.....	Three Rivers (Banlieue).....	60	34	4
E.	Goulet.....	St. Féréol.....	100	80	7
E.	Dussault, Widow.....	St. Sauveur (Quebec).....	144	140	8
E.	Marticotte.....	St. George.....	100	36	5
E.	Walters.....	St. Augustin.....	180	75	4
E.	Demers.....	St. Nicolas.....	112	40	4
E.	Couture, Phil.....	St. Romuald.....	120	80	5
E.	Deshamais.....	St. Alban.....	92	38	4
E.	Guay.....	St. Ferdinand.....	100	26	4
E.	Belanger, Phil.....	St. Ferdinand.....	100	45	4
E.	Guénard.....	St. Colomb.....	120	28	4
M.	*Languedoc.....	L'Islet.....			
M.	*Enright.....	Richmond.....			
E.	*Coté, Jul.....	St. Lazare.....			
E.	*Garneau.....	Pointe-aux-Trembles.....			
E.	*Pacaud.....	Malbaie.....			
E.	*Falardeau.....	St. Ambroise.....			
E.	*Lachance.....	Notre Dame de Lévis.....			
E.	*Lemieux.....	Deschambault.....			
E.	*Morin.....	St. Nicolas.....			
E.	*Dumais.....	St. Alphonse.....			

*Their Report has not yet reached me.

Parishes where the Female Pupil-Teachers are teaching.—(Continued.)

Diplomas.	Names.	Parishes.	Salary.	Number of children.	Number of classes.
	<i>Religious ladies teaching.</i>		\$		
M.	Nun.....	Ursulines.....			
M.	Novice.....	do			
E.	Novice.....	do			
M.	Nun.....	Sisters of Charity			
E.	Novice.....	Ursulines, N. Y.			
E.	Novice.....	Good Shepherd			
E.	Novice.....	do			
	<i>Private Schools.</i>				
	Misses				
M.	Flynn	General Hospital			
M.	Sinnott	Escoumains.....	160		
M.	Mercier.....	Quebec.....			
	<i>The following have refused to give any information.</i>				
M.	Darveau	St. Ambroise			
M.	Stuart	Charlesbourg			
E.	Angers.....	St. Ambroise			
E.	Ninteau	do			
E.	Plante.....	do			
	<i>Not engaged in teaching at present.</i>				
	2 married				
	2 ill.....				
	4 seeking situations.....				
	3 for reasons unknown to me.....				
	<i>Holdng Examiners' Diplomas, or without Diplomas.</i>				
E.	Vezina	St. Anne du Saguenay.....			
E.	Boily	Chicoutimi.....			
E.	Mignault	St. Jean (Island of Orleans).....			
E.	De Tonnancour, E.....	Escoumains			
E.	Black	Quebec (Private School).....			
E.	Chretien	St. Jean Port Joli.....			
E.	Fournier, Em.....	Cap St. Ignace.....			
E.	Pelletier	L'Islet.....			

JEAN LANGEVIN, P^{TR}E.
Principal.

N. B. With reference to the remarks contained in articles 4, 5, and 14 of this report, the Superintendent believes it to be his duty to observe that the Jacques-Cartier Normal School has but one ordinary Professor besides the Principal, while the Laval School has two. Moreover, Mr. Devismes' health has necessitated his being supplied by Mr. Verreau during a considerable portion of the year. One of the joint professors of the Jacques-Cartier Normal School, Mr. Ossaye, who has volunteered to give a course on agriculture, receives no salary.

APPENDIX.

TABLE A. OF AMOUNTS LEVIED FOR PUBLIC INSTRUCTION IN LOWER CANADA FOR THE YEAR 1861.

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Pref.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
J. B. F. PAINCHAUD.	206	20	300	20	520	.....	106	20			832	40
Magdalen Islands.....												
JOHN MEAGHER.												
Port Daniel.....	115	08	115	08	24	92	328	00			468	00
Hope.....	154	11	154	11	63	59	142	02			360	02
Cox.....	235	50	235	50	148	50	407	52			791	52
Hamilton.....	143	56	143	56	105	14	85	40			334	10
New Richmond and diss.....	177	31	177	31	141	69	85	20			404	20
Maria.....	157	71	157	71	64	29	85	60			337	60
Carlton.....	119	11	119	11	146	14	272	00			538	25
Nouvelle.....	81	36	81	36	130	64	73	60			256	60
Shoobred.....	100	80	100	80	135	20	255	60	24	00	515	60
Mann.....	79	40	79	40	62	60	28	80			170	80
Restigouche, Métropolitaine.....	115	78	100	78	208	00			13	00	336	78
Restigouche, Indian village.....	50	00	40	00							40	00
Total.....	1659	72	1649	72	1230	01	1763	74	37	00	4580	47
A. BÉCHARD.												
Pabos.....	83	24	83	24	232	76	81	60	16	00	413	60
Newport.....	48	46	48	46	43	66	99	20			191	22
Grande Rivière.....	96	06	76	06	207	94	80	00			384	00
Île Bonaventure.....	20	30	20	30	59	70	48	00			128	00
Percé.....	248	08	248	08	561	94	96	00			896	00
Malbaie.....	108	70	97	77					200	00	297	77
Douglas.....	79	81	79	81	50	00	28	00			168	81
York and Haldimand.....	53	08	53	08	25	00					78	08

GEO. TANGUAY.	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Pref.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
5 ^{te} . Anne Lapointière, No. 1.....	84	00	84	00	142	00	96	00			322	00
do do No. 2.....	342	90	342	90	397	10	267	60			967	60
Inworth, St. Onésime d'.....	206	15	206	15	93	85	82	00			362	00
St. Pacôme.....	281	01	281	01	198	99	62	00			542	00
Rivière Quelle.....	240	56	240	56	569	61					816	17
St. Denis.....	83	51	83	51	67	68					151	19
Mont-Carmel.....	323	43	323	43	248	57	120	00			692	00
Kamourask.....	437	75	437	75	62	25	194	40			684	40
St. Paschal.....	148	88	148	88	126	17					275	00
St. André.....	273	53	273	53	63	13	176	64	61	75	575	05
St. Alexandre.....	159	56	159	56	182	44					342	00
Notre-Dame du Portage.....	131	21	131	21	93	52	76	80			301	53
St. Patrice, (Rivière-du-Loup).....	161	88	161	88	127	12	74	80			363	80
St. Edouard.....	138	56	138	56	165	44	160	00			464	00
St. George de Cacouna.....	206	05	206	05	93	95	108	61	120	00	526	61
St. Arsène.....	268	28	268	28	33	95	71	00			376	23
St. Modeste.....	58	00	58	00	92	00					150	00
Île Verte.....	370	23	370	23	75	42	227	60	111	00	784	25
St. Eloi.....	125	37	125	37			37	60			194	97
St. Antonin.....	162	31	162	31							109	47
Trois-Pistoles, No. 1.....	201	51	201	51	34	16					388	89
do do No. 2.....	194	11	194	11	167	38					305	40
St. Mathieu de Rioux.....	103	13	103	13	29	67	40	00			172	80
St. Simon.....	127	92	127	92	235	00	74	00			436	92
St. Fabien.....	137	58	137	58	113	72	75	20			326	50
St. Océle.....	193	56	193	56	23	52	52	80			269	88
Rimouski.....	400	40	400	40	242	5	471	00			1113	96
St. Anselme.....	97	33	97	33	75	39	28	80			201	52
Lesard.....	263	56	263	56	317	85	60	00			581	41
St. Océno.....	227	31	227	31	188	69	16	50			476	60
Métis.....	32	45	32	45	218	75	14	00			336	80
Métis.....	166	20	166	20	99	12	72	40			145	67
Total.....	6537	09	6537	09	5072	37	2661	08	324	75	14695	29

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—Continued.

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
J. CREPAULT.												
Tracadie.....	237	88	237	88	167	00	248	00			652	88
St. Charles.....	321	05	321	05	235	35	348	00			789	40
St. Gertrude.....	485	50	485	50	243	57	311	50			990	57
St. Isidore.....	236	20	236	20	86	30	500	00			775	00
St. Michel, village.....	153	51	153	51	121	49	63	60			337	66
St. Michel, parish.....	154	21	154	21	119	85	63	60			354	50
St. Vallee.....	207	30	207	30	82	70	64	50			514	09
St. Raphael.....	236	76	236	76	119	29	108	00	50	00	351	02
St. Francois.....	189	95	189	95	63	15	117	92			419	28
St. Pierre.....	339	81	339	81	68	19	111	28			321	91
St. Thomas.....	205	91	205	91	82	22	412	40			1080	40
St. Ignace.....	379	78	379	78	281	95	163	40			833	30
St. Joseph.....	50	00	50	00	6	74	41	50			135	00
St. Louis.....	86	76	86	76	284	17	482	40			1254	72
St. Michel.....	508	13	508	13	145	00	48	40			255	08
St. Cyrille.....	62	58	62	58	185	00	311	20			940	98
St. Jean Port Joli.....	343	85	343	85	105	94	58	80			306	80
St. Albert.....	142	06	142	06	224	22	247	60			387	60
St. Roch-des-Aulnais.....	415	78	415	78								
Total.....	5172	00	5132	99	2585	13	3654	50	50	00	11422	82
F. E. JUNEAU.												
St. Nicolas.....	378	00	378	00	277	00	511	24			1196	24
St. Bonnard.....	102	88	102	88	474	70	186	40			824	50
St. Henri.....	426	61	426	61	310	04	190	88			1087	80
St. Jean Chrysostome.....	205	36	205	36	125	00	6	40			956	88
St. Lambert.....	125	65	125	65	28	00	1028	44			257	05
St. Joseph de Lévis.....	275	06	275	06	619	52	843	20	440	12	1331	50
St. D. de Lévis and discontions.....	478	38	478	38	156	46	147	73			2381	22
Ashguy.....	135	16	135	16	86	89	92	00			439	35
St. Isidore.....	380	78	380	78	309	92	51	60			569	67
St. Bernard.....	201	46	201	46							253	08
St. Anselme.....	420	08	420	08							730	09
Total.....	3905	18	3905	18	3171	36	3498	20	440	12	11014	95

St. Marguerite.....	199	90	199	90	99	38					299	28
St. Hésains.....	143	00	143	00	350	74	152	40			143	00
Sts. Claire.....	332	26	332	26							535	40
Total.....	3905	18	3905	18	3171	36	3498	20	440	12	11014	95
P. K. BELAND.												
St. Jean Deschallons.....	344	40	344	40	335	60	80	80			660	80
Tobinière.....	497	25	497	25	314	08	313	01			1024	34
St. Croix.....	304	25	304	25	235	75	278	00			818	60
St. Flavien.....	70	95	70	95	37	50	70	40	120	00	307	15
St. Antoine.....	278	38	278	38	327	62	328	40			904	40
St. Apollinaire.....	165	18	165	18	126	42	128	00			419	60
St. Gilles and dis.....	147	58	147	58	200	00					347	58
St. Agathe.....	72	86	72	86	75	14					148	00
St. Sylvestre.....	518	83	518	83	426	44					860	00
St. Marie.....	463	56	463	56	263	17					592	00
St. Elixar.....	328	83	328	83	193	31	25	01			906	96
St. Joseph.....	156	61	156	61	132	04					286	00
St. Francois.....	399	63	399	63	300	47	70	00			670	00
St. George.....	193	98	193	98	112	85	67	80			374	73
St. Michel.....	60	80	60	80			48	00			108	80
Total.....	4205	25	3740	42	2850	39	1742	05	120	00	3458	86
J. HUME.												
St. Victor de Tring.....	117	56	117	56	120	00	60	54			288	10
St. Epiem.....	45	71	45	71	120	20	16	40			384	40
St. Germain.....	54	53	54	53	95	87	17	12			97	32
St. Hubert.....	83	51	83	51	112	39	24	00			219	80
St. Julien.....	36	85	36	85	191	03	57	03			285	56
St. Anne.....	47	45	47	45	00	95	28	30			77	20
St. Jean.....	166	32	166	32	58	85	43	44			358	61
St. Raphael.....	110	84	110	84							100	00
St. Francois.....	39	81	39	81	133	30	194	40			309	81
St. Joseph.....	270	36	270	36	342	67	624	70			403	66
St. Michel.....	271	33	271	33	227	52	154	40			1433	10
St. Calixte de Somersel.....	69	78	69	78	159	25	194	00			141	78
St. Julien.....	307	40	307	40	327	32	154	40			689	52
St. Epiem.....	119	63	119	63	218	92	118	80			1075	33
St. Sophie d'Halifax.....	169	02	169	02	59	25	79	36			606	80
St. Ferdinand and dis.....	233	25	233	25	592	42	60	50			1023	55
St. Joseph.....	111	60	111	60	28	00					764	82
St. Anne.....	61	90	61	90							89	90
Total.....	2203	88	2203	88	3142	10	1103	74	1634	38	8052	10

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—Continued.

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
V. MARTIN.												
Chicoutimi (village).....	49	06	49	06	238	04	125	20			413	20
do (Township).....	143	44	143	44	137	58					281	00
Ragou.....	143	58	143	58	39	00	67	25			349	83
Engerville.....	195	88	195	88	74	12	140	00			410	00
Lacorré.....	75	51	75	51	253	29	178	00			508	80
St. Joseph.....	50	94	50	94	258	18					307	10
St. Jean.....	74	82	74	82	12	00					86	82
Hébertville, m. P.....	20	71	20	71	163	79					183	50
Harvey.....	50	00	50	00	36	00					86	00
Grandchouan.....												
Total.....	813	84	813	84	1209	96	510	45			2324	25
S. BOIVIN.												
St. Fiddle.....	130	10	130	10	113	90	42	26	60	00	346	20
Mabais.....	368	83	368	83	72	00	531	00			974	83
St. Agnès.....	177	86	177	86	163	00			100	00	445	86
St. Irénée.....	121	01	121	01	117	99	80	00			319	00
Eboulements.....	293	00	293	00	235	40	112	40			640	80
St. Urbain.....	101	61	101	61	38	40	32	00			172	01
Sourinon.....	39	01	39	01	50	76					89	77
Beau St. Paul.....	442	53	442	53	176	00	180	00			798	58
Petite Rivière.....	80	23	80	23	68	77	19	20			168	20
St. aux-Coudres.....	100	23	100	23	109	02	77	25			288	50
Esquimaux.....	99	40	99	40	48	60			60	00	208	00
Total.....	1953	86	1953	86	1198	84	1077	05	220	00	4449	75
Rev. R. G. PLEERS.												
Quebec, City (Protestants).....	844	30	844	30	239	76	19167	60			20251	56

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
P. M. BARDY.												
Quebec, City (Catholics).....	3049	81	3049	81	233	92	51779	50			54829	81
Beaufort.....	277	20	277	20	406	78	590	40			1101	52
Charlebourg.....	286	91	286	91	274	79	228	00			921	00
St. Dunstan and dissentients.....	54	66	54	66	242	50			200	00	529	44
St. Ambroise.....	368	00	368	00	184	60	158	90			769	40
Valcartier.....	194	40	194	40	48	89					829	00
St. Jean.....	67	16	67	16	25	20	16	00			182	15
Antoine Lorette.....	372	80	372	80	378	07	224	00			622	00
St. Foy and dissentients.....	101	93	101	93	171	02	168	80			638	80
St. Columban de Sillery.....	578	98	578	98	322	65	345	60			1095	60
St. Roch and dissentients.....	540	36	540	36	30	47	323	20			1188	21
Cap. Longue.....	64	63	64	63	91	00	64	00			189	10
Beaufort, St. Michel de.....	53	50	53	50	145	20	75	00			219	50
Grondines.....	204	25	204	25	14	40	122	20			471	65
St. Casimir.....	152	16	152	16	131	72	59	40			225	96
Deschambault.....	229	38	229	38	45	86	256	72			617	82
St. Alban.....	163	90	163	90	86	96	88	02	48	96	340	74
Cap. Santé and dissentients.....	396	15	396	15	756	96	202	00			1355	11
St. Basile.....	186	25	186	25	303	15					494	40
St. Raymond.....	236	61	236	61	109	39					346	00
St. Casimir.....	248	83	248	83	331	17	45	00			625	00
Beaufort.....	79	40	79	40	139	00					218	40
Pointe-aux-Trembles.....	288	83	288	83	108	14	228	66			625	03
St. Augustin.....	225	00	225	00	206	34	37	60			520	60
Château-Richer.....	173	98	173	98	279	04	307	50			820	52
St. Anne.....	134	95	134	95	2	00	80	07			217	02
St. Joseph.....	118	26	113	26	193	39	61	00			368	25
St. Yrie des Caps.....	35	43	35	43	84	57	5	60			125	60
St. Ferréol.....	93	00	93	00	6	83	19	80			119	63
L'Ange Gardien.....	115	50	115	50	130	48	207	36			462	34
St. Laurent.....	65	78	65	78	44	42	271	40			124	40
St. Jean.....	122	16	122	16	42	10	24	40			135	54
St. François.....	176	61	176	61	298	10	282	26			766	96
St. François.....	72	73	72	73	51	46	48	72			172	91
St. Famille.....	118	41	118	41	45	60	53	00			217	01
St. Pierre.....	125	50	123	56	180	48	110	84			414	38
Total.....	9747	13	9747	13	6073	89	56534	92	248	96	73604	90

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—Continued.

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
P. HUDERY.												
Three Rivers, Town and District.....	689	10	689	10	426	90	92	80	1208	80	1208	80
De , boutique.....	112	25	112	25	183	75	9	60	445	60	445	60
Poimé-de-Lee.....	226	03	226	03	155	24	160	00	541	27	541	27
Yamachicho.....	441	31	441	31	226	69	166	80	324	80	324	80
St. Rémy.....	138	41	138	44	37	59	110	40	236	40	236	40
Gatineau, (St. Barnabé).....	210	43	210	48	30	52	110	40	351	40	351	40
Shawinigan.....	43	50	43	50	71	50	28	00	143	00	143	00
St. Maurice, (ief St. Etienne).....	88	08	88	08	124	92	20	48	233	48	233	48
De (Forges).....	40	43	40	43	382	95	113	52	923	33	923	33
Rivière-du-Loup.....	426	56	426	56	703	35	128	00	1122	13	1122	13
Maskinongé.....	290	78	290	78	42	02	118	60	415	26	415	26
St. Justin.....	252	04	252	04	103	64	127	40	463	15	463	15
St. Denis.....	90	11	90	11	82	20	110	00	123	00	123	00
St. Ursule.....	288	00	288	00	134	88	155	51	400	20	400	20
St. Paulin.....	110	06	110	06	165	46	154	70	699	20	699	20
Dumoulin, (St. Léon).....	376	05	376	05	146	92	27	20	330	45	330	45
Cap de la Magdeleine.....	156	33	156	33	510	55	247	90	1025	90	1025	90
Champlain.....	267	45	267	45	90	48	368	72	632	20	632	20
Beauce.....	133	00	133	00	279	05	61	20	685	20	685	20
St. Abno-de-Laprade.....	344	95	344	95	131	86	52	00	303	94	303	94
St. Prosper.....	120	08	120	08	103	63	195	16	595	17	595	17
St. Jean.....	296	38	296	38	62	57	133	20	469	73	469	73
St. Stanislas.....	273	98	273	98	64	50	22	00	198	00	198	00
St. Agathe.....	111	50	111	50	386	52	229	20	261	88	261	88
St. Narcisse.....	32	03	32	03	50	00	119	40	702	50	702	50
Radnor, (forges).....	196	53	196	53	33	50	83	50	83	50	83	50
St. Maurice and dissentients.....	50	00	50	00								
Peterborough.....	5815	45	5774	97	4664	78	2942	19	283	00	13664	94
Total.....												

G. A. BOURGEOIS.	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
St. Guillaume d'Upton.....	184	51	184	51	129	49	247	52	371	52	371	52
St. Bonaventure.....	40	43	40	43	67	31	18	50	126	54	126	54
St. Germain de Grantham.....	127	56	127	56	269	44	88	00	599	00	599	00
St. Frédéric.....	100	26	100	26	690	74	66	80	80	946	80	946
Wickham.....	80	08	80	08	581	92	96	40	738	40	738	40
Durham, No. 1, (Cath. diss.).....	24	35	24	35	215	65	80	00	16	30	336	50
* Kingsley, Cath., (see Hubbard's District)												
Acton.....	59	40	59	40	640	60	103	20	1,203	20	1,203	20
Tingwick (comm.) Cath.....	115	66	115	66	49	32	132	00	400	00	400	00
Chester, East, do.....	81	84	81	84	100	16	20	00	207	18	207	18
Chester, West, do.....	47	82	47	82	280	18	00	00	00	00	00	00
Warwick and diss.....	89	20	89	20	266	94	124	00	400	00	698	00
St. Christophe.....	126	96	126	96	366	04	00	00	30	00	510	20
St. Norbert.....	166	80	166	80	36	14	92	80	295	80	295	80
Sandford.....	197	32	197	32	402	68	146	00	746	00	746	00
Bailefroide.....	42	62	42	62	93	38	00	00	30	00	166	00
Total.....												
1,503 93 1,503 93 4,170 19 1,215 52 7,960 14												
B. MAURAULT.												
Bois du Febvre.....	428	96	428	96	231	79	332	60	1,061	45	1,061	45
St. Zéphirin.....	140	80	140	80	125	98	39	20	509	98	509	98
St. Thomas de Pierreville.....	356	50	356	50	203	30	112	00	560	00	560	00
St. François, Parish.....	211	36	211	36	159	14	16	40	482	50	482	50
St. François, Village.....	74	03	74	03	29	59	139	60	120	62	120	62
St. David.....	439	10	439	10	246	25	00	00	824	95	824	95
St. Michel.....	337	13	337	13	209	90	235	00	702	21	702	21
Gentilly.....	347	31	347	31	57	19	16	80	128	80	128	80
Blanford.....	54	81	54	81	32	42	400	00	655	15	655	15
St. Gertrude.....	153	83	153	83	156	42	00	00	1,068	40	1,068	40
St. Oégoire.....	479	58	479	58	29	31	100	00	639	50	639	50
St. Célestin.....	125	66	125	66	89	80	119	50	333	56	333	56
Nicolet.....	430	20	430	20	39	75	12	00	208	00	208	00
St. Monique, No. 1.....	333	56	333	56	25	25	54	42	678	42	678	42
St. Monique, No. 2.....	66	25	66	25	371	90	101	50	729	33	729	33
St. Pierre les Beaucerf.....	371	90	371	90	94	13	161	50	947	84	947	84
Hécanecour.....	473	70	473	70								
Total.....												
4,844 28 4,487 15 1,791 42 743 10 9,047 84												

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—Continued.

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of Grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
A. D. DORVAL.												
Rawdon.....	271	65	271	65	216	35	220	00	.....	.....	638	00
St. Alphonse.....	156	90	156	90	148	85	.....	.....	.....	.....	305	75
St. Charles Borromeo.....	118	98	118	98	269	12	.....	.....	.....	.....	388	10
Industrie.....	238	34	238	34	331	66	38	80	.....	.....	608	80
St. Felix.....	280	23	280	23	218	94	110	80	.....	.....	604	97
St. Gabriel and dissentients.....	278	83	268	83	752	12	189	60	.....	.....	1210	55
St. Jean de Matha.....	92	35	92	35	42	26	80	40	.....	.....	175	41
St. Lin and diss.....	411	33	411	33	103	67	155	00	60	00	730	00
St. Esprit.....	275	36	275	36	424	64	48	00	.....	.....	748	00
St. Julien.....	106	61	106	61	153	39	85	00	.....	.....	345	00
St. Joseph.....	181	23	181	23	74	77	134	00	.....	.....	390	00
L'Epiphanie.....	383	61	383	61	186	39	158	45	.....	.....	738	45
St. Roch.....	507	56	507	56	127	00	118	59	.....	.....	753	15
St. Jacques.....	199	13	199	13	597	20	202	40	52	50	1249	23
St. Alexis.....	397	13	397	13	178	52	38	80	.....	.....	407	53
St. Henri de Mascouche and diss.....	190	21	190	21	285	19	83	06	.....	.....	630	30
L'Assomption, Parish.....	201	45	261	45	232	69	40	20	175	00	544	30
Do.....	100	23	100	23	135	22	.....	.....	.....	.....	410	00
Lavalrie.....	308	83	308	83	188	06	236	30	.....	.....	863	52
St. Paul.....	280	78	280	78	450	94	.....	.....	.....	.....	117	00
St. Thomas.....	199	81	199	81	281	22	122	00	371	00	835	60
St. Liguori.....	316	06	316	06	370	74	80	00	.....	.....	902	00
St. Ambrose and diss.....	343	41	343	41	320	59	.....	.....	.....	.....	744	00
Berthier, Parish.....	184	81	184	81	188	06	236	30	.....	.....	600	00
Do Village and diss.....	384	66	384	66	450	94	.....	.....	.....	.....	1092	78
St. Cuthbert.....	318	56	318	56	281	22	.....	.....	.....	.....	895	00
St. Barthélemi.....	148	13	148	13	24	57	63	37	.....	.....	226	07
St. Norbert.....	243	28	243	28	191	08	130	40	.....	.....	504	76
St. Mélanie.....	477	15	477	15	242	70	91	96	.....	.....	811	81
St. Elixabeth.....	137	71	137	71	47	22	96	00	.....	.....	280	93
Lachenaie.....	163	96	163	96	169	29	64	40	.....	.....	297	05
St. Paul l'Ermite.....	140	91	140	91	39	09	53	60	.....	.....	237	60
St. Sulpice.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	8941	16	8941	16	7691	41	2078	88	908	30	20310	95

Lauriat.....	279	63	279	63	230	55	45	60	.....	.....	615	60
St. Ignace.....	77	78	77	78	32	22	5	00	.....	.....	105	00
He-du-Pied.....	83	20	83	20	36	80	11	00	.....	.....	131	00
Cherbourg.....	57	86	57	86	62	64	6	00	.....	.....	126	00
Kilkenny.....	166	33	166	33	46	92	.....	.....	.....	.....	213	23
Repentigny.....	97	88	97	88	47	74	42	40	.....	.....	187	52
Total.....	8941	16	8941	16	7691	41	2078	88	908	30	20310	95
C. H. LEROUX.												
St. Marie de Monroir and diss.....	550	81	550	81	658	90	136	00	.....	.....	1354	71
St. Mathias.....	244	40	244	40	846	50	137	00	.....	.....	1227	90
St. Hilaire.....	211	48	211	48	439	12	190	80	.....	.....	861	40
St. Jean-Baptiste.....	305	41	305	41	59	75	94	80	.....	.....	459	94
St. Césaire and diss.....	634	65	634	65	554	26	343	63	.....	.....	1832	54
St. Paul d'Abbotsford and diss.....	204	38	204	38	309	19	136	80	236	87	987	24
L'Ange Gardien.....	159	60	159	60	289	81	146	10	370	06	965	57
St. Ephrem de Saraia.....	69	11	69	11	140	89	140	80	.....	.....	350	80
St. Hilaire.....	106	93	106	93	101	57	41	60	.....	.....	250	10
St. Hugues.....	308	71	308	71	300	29	421	30	.....	.....	1030	30
St. Simon.....	248	13	248	13	135	23	64	00	.....	.....	447	36
St. Rosalie.....	233	24	233	24	187	63	116	33	.....	.....	537	20
St. Dominique.....	277	86	277	86	135	56	83	61	.....	.....	497	06
St. Pie.....	519	69	519	69	399	61	313	02	410	00	1532	85
St. Hyacinthe, Town.....	557	58	557	58	1152	10	309	33	.....	.....	2019	01
St. Danase.....	375	76	375	76	377	98	305	90	.....	.....	1059	64
St. Darnass.....	336	90	336	90	259	26	315	60	126	13	987	89
La Présentation.....	244	11	244	11	217	49	124	40	.....	.....	587	00
St. Barnabé.....	196	90	196	90	188	61	.....	.....	.....	.....	587	00
St. Jude.....	262	15	262	15	437	85	152	.....	.....	.....	537	61
St. Denis.....	463	15	463	15	455	55	184	00	347	24	1400	94
St. Charles.....	225	91	225	91	58	10	267	40	.....	.....	541	41
Total.....	6755	86	6755	86	7655	26	2002	45	1672	30	19775	67
LOUIS GRONDIN.												
Lauriat.....	596	06	596	06	448	69	635	50	.....	.....	1670	25
St. Philippe.....	338	55	338	55	265	45	98	45	.....	.....	703	45
St. Jacques le Mineur.....	295	68	295	68	182	69	105	05	.....	.....	593	42
St. Constant and diss.....	374	96	374	96	261	02	243	75	.....	.....	881	75
St. Isidore.....	290	61	290	61	139	14	.....	.....	.....	.....	424	75

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—Continued.

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Pces.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	ct	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
LOUIS GRONDIN.												
Caughnawaga.....	231	75	323	15	209	21	340	80			878	16
Chateaugay and diss.....	323	15	274	13	133	27	490	32			897	72
St. Philomène.....	274	13	503	14	221	73	327	53			1057	45
St. Marine and diss.....	503	14	283	48	155	19	130	20			568	87
St. Urban and diss.....	283	48	123	64	382	36	153	52			619	52
St. Jean-Chrysostôme, No. 1, and diss.....	123	64	336	42	1115	13	567	56			2669	35
do No. 2.....	336	42	118	12	42	98	93	82			255	02
St. Antoine Abbé.....	20	45	20	45	62	00	36	00			118	45
St. Malachie d'Ormstown, diss. (Cath.).....	507	86	567	86	1310	77	514	65			2393	28
St. Clément and diss.....	435	13	435	13	414	87	240	00			1090	00
St. Timothée.....	439	03	420	03	591	97	510	88			1741	88
St. Louis de Gonzague and diss.....	166	76	166	76	273	24	119	40			539	40
St. Cécile.....	112	61	112	61	101	24	75	12			288	97
St. Stanislas de Kostka.....												
Total.....	5615	78	5646	78	6519	63	4673	94			16840	67
F. X. VALADÉ.												
Hochelaga and diss.....	80	50	138	56	334	45	116	00			530	05
Côteau St. Louis and diss.....	138	56	642	41	137	44	351	60			1132	60
Cole Visitation (dissentients).....	32	56	53	56	669	85	60	00			1261	18
Côte des Neiges and diss.....	231	33	114	20	1075	80	110	00			1300	00
Côteau St. Pierre.....	114	20	66	48	1158	77	42	00			1287	25
St. Henri and diss.....	66	48	141	20	216	00	126	50			484	00
Lozgue Pointe and diss.....	141	20	180	78	472	02	345	66			998	46
Pointe-aux-Trembles and diss.....	180	78	143	18	114	42	225	80			663	40
Rivière des Perrières.....	143	18	278	41	306	77	177	76			663	94
Sault aux Incollets.....	278	41	33	33	33	44	6	00			78	00
Gaut du Sault.....	33	33	1440	08			71630	00			73070	08
City of Montreal (Catholics).....	1440	08										

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Pces.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	ct	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
MICHEL CARON.												
St. Jean Dorchester and dissentients.....	654	26	654	26	717	72	334	85			1706	83
Laçolle and dissentients.....	434	06	434	06	846	28	604	80			1035	14
St. Valentin and dissentients.....	450	26	450	26	605	85					1050	11
St. Luc.....	164	53	164	53	83	89	103	40			351	82
St. Isaac.....	363	41	363	41	574	06	123	40			355	40
Diarridie and dissentients.....	806	43	606	43	108	17	231	80			1493	39
St. Cyrrien and dissentients.....	410	20	410	20	177	75					846	17
St. René and dissentients.....	294	25	294	25	453	80	137	68			472	00
St. Edouard.....	318	20	318	20	307	47	196	00			929	60
St. Michel Archange and dissentients.....	228	85	228	85	568	84	307	47			507	56
Sherrington and dissentients.....	189	08	189	08	269	14	141	30			776	12
Aberville and dissentients.....	372	86	372	86	1698	20	154	30			783	10
St. Athanasie and dissentients.....	636	06	636	06	1697	20	51	60			2488	65
St. George Henryville and dissentients.....	352	31	352	31	618	69	240	84			1081	60
St. Grégoire.....	300	32	300	32	405	32	209	00			699	17
St. Alexandre.....	188	56	188	56	3193	70	2622	95			699	88
St. Brigid and dissentients.....											862	88
Total.....	7153	76	7153	76	10230	92	77294	13			95048	96
MICHEL CARON.												
St. Jean Dorchester and dissentients.....	654	26	654	26	717	72	334	85			1706	83
Laçolle and dissentients.....	434	06	434	06	846	28	604	80			1035	14
St. Valentin and dissentients.....	450	26	450	26	605	85					1050	11
St. Luc.....	164	53	164	53	83	89	103	40			351	82
St. Isaac.....	363	41	363	41	574	06	123	40			355	40
Diarridie and dissentients.....	806	43	606	43	108	17	231	80			1493	39
St. Cyrrien and dissentients.....	410	20	410	20	177	75					846	17
St. René and dissentients.....	294	25	294	25	453	80	137	68			929	60
St. Edouard.....	318	20	318	20	307	47	196	00			507	56
St. Michel Archange and dissentients.....	228	85	228	85	568	84	307	47			776	12
Sherrington and dissentients.....	189	08	189	08	269	14	141	30			783	10
Aberville and dissentients.....	372	86	372	86	1698	20	154	30			2488	65
St. Athanasie and dissentients.....	636	06	636	06	1697	20	51	60			1081	60
St. George Henryville and dissentients.....	352	31	352	31	618	69	240	84			699	17
St. Grégoire.....	300	32	300	32	405	32	209	00			699	17
St. Alexandre.....	188	56	188	56	3193	70	2622	95			699	88
St. Brigid and dissentients.....											862	88
Total.....	6046	65	6046	65	8193	70	2622	95			17145	54

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—Continued.

INSPECTION-DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fee.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
J. BRUCE.												
Dundas	137	03	137	03	174	63	196	40	31	70	339	76
St. Antoine and dissentients	344	60	344	60	356	54	755	32	156	00	1592	46
Godmanchester and dissentients	292	03	292	03	836	44	31	62	128	03	1988	14
Elgin	154	53	154	53	286	08	267	20			707	81
Hamington, Village and dissentients	94	66	94	66	323	60	184	20			602	46
Hutchbrooke and dissentients	348	31	348	31	611	26	381	01	331	00	1310	61
Franklin	165	45	165	45	479	51	329	10			2375	06
St. Malachie, commis., (Protestants)	332	73	332	73	1732	27	320	00			2332	00
Huntingford and dissentients	429	19	429	19	598	41	771	90	303	00	1468	71
St. Andrews and dissentients	223	43	223	43	422	44	682	84			430	00
Lachute	295	38	295	38	143	49	366	40			805	27
Core and Wentworth	211	05	211	05	268	95		00			122	05
Chatham, No. 1	318	59	318	59	463	46	700	00			430	00
do No. 2	121	65	121	65	107	43	285	20			464	28
Montreal, City (Protestants)	564	66	564	66			41753	23			42317	89
Grenville	276	66										
Hartington	38	73										
Total	4448	68	4133	29	6691	51	48961	45	1452	75	59245	00
R. PARMELLE.												
Shefford	349	26	349	26	600	74	1067	20	287	00	2017	20
Brome	291	35	291	35	43	65	639	00			1561	00
Granby and dissentients	318	55	318	55	636	30	522	60	28	60	1517	05
Stukely and dissentients	305	06	305	06	282	70	196	40	300	00	1084	16
Ste. Cécile de Milton and dissentients	206	81	206	81	469	60	109	70			786	20
Roxton	154	35	154	35	1121	65	189	40			1426	40
Farnham	175	76	175	76	86	24	226	64			490	64
St. Romuald de Farnham and dissentients	283	48	283	48	624	52	174	80			1032	80
St. Valérian	65	30	65	30	163	83	33	60			261	73
Dunham	485	23	485	23	1611	77					2100	00
Total	5046	07	4904	51	10872	83	3441	04	1451	10	22699	48

Stanbridge and dissentients	565	23	565	23	741	77	504	50	335	50	2147	00
Freleighsburg	216	61	216	61	666	19	51	80	500	00	1434	60
Phillipsburg	264	33	264	33	70	30	321	60			605	23
Sutton	343	15	343	15	970	09					1313	24
Poton	237	43	237	43	496	57	252	00			986	00
Clarenceville	222	16	222	16	394	34	505	60			1122	10
St. Thomas de Forcault	151	20	151	20	17	35	249	00			417	55
Bolton and dissentients	269	25	269	25	1862	13	125	20			2236	58
Riv	141	56										
Total	5046	07	4904	51	10872	83	3441	04	1451	10	22699	48
J. N. A. ARCHAMBEAULT.												
St. Lambert	60	00	60	00	108	00	689	40	600	00	763	00
Chambly and dissentients	545	36	545	36	380	09	145	50	744	65	1614	85
Longueuil, Parish	152	06	152	06	107	94	199	20			1150	15
do Village	227	91	227	91	594	09	244	00			1021	20
Boucherville	384	25	384	25	118	73	76	40			747	40
St. Bruno	256	20	256	20	243	80	215	60	611	09	1247	94
Varenes, Parish	261	85	261	85	159	56	160	00			945	00
do Village	186	83	186	83	385	17	562	80			1362	80
Verchères	425	76	425	76	374	24	176	00			439	33
Contrecoeur	298	60	298	60	307	33	117	50			672	36
St. Antoine	248	13	248	13	247	02	48	00			622	00
St. Marc	172	98	172	98	177	62	428	00			918	47
Felouil	312	89	312	89	96	51	89	00			362	26
Ste. Julie	176	76	176	76	795	17	145	60			1208	65
St. Ours	357	88	357	88	173	13	43	20			223	20
St. Roch	108	57	108	57	61	97	400	00			875	13
Sorel, Town	413	16	413	16	336	20	122	68	373	75	895	38
do dissentients	62	75	62	75	68	32	147	81			694	28
do Parish	478	25	478	25	197	64	88	55			590	74
St. Robert	202	10	202	10	171	85	65	00			1156	21
St. Aimé	349	71	349	71	152	45	227	16			370	00
St. Marcel	152	55	152	55	47	34	214	42			274	50
Ste. Victoire	227	16	227	16	231	15					693	88
St. Hubert	218	31	218	31								
Total	6288	27	6253	00	6081	38	4614	50	2829	49	19278	43

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—Continued.

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
C. GERMAIN.												
St. Vincent de Paul	331	00	331	60	331	62	60	40			663	12
St. François de Sales	130	88	136	88	284	13					481	41
Sto. Rose, Parish	235	56	235	56	202	94					227	58
do do Village	177	41	177	41	189	06					570	47
St. Martin, Village	123	56	123	56	37	44					209	00
do do St. Elzéar	57	88	57	88	58	17					164	00
do do Côte St. Antoine	41	85	41	85	30	15					87	20
do do Lower	40	26	40	26	62	71					127	00
do do Upper	68	75	68	75	44	25					113	00
do do Upper Hill on the water side	53	83	53	83	29	34					83	17
do do Lower Hill on the water side	50	98	50	98	53	22					135	50
do do Abord a Plouffe	86	65	86	65	67	35					311	60
St. Thérèse, Village	190	16	190	16	220	05					468	21
do do North	36	01	36	01	66	34					127	92
do do South	47	41	47	41	23	09					108	00
do do Upper	56	30	56	30	36	59					99	00
do do Lower	23	23	23	23	63	70					120	00
do do Rivière Cachée	296	03	296	03	78	00					109	65
Terrebonne and dissentients	225	76	225	76	352	42					948	45
St. Anne des Plaines	203	13	203	13	49	00					299	39
Lacorne	340	43	340	43	270	87					655	44
St. Jérôme and dissentients	45	37	45	37	419	57					960	00
do do No. 4	223	77	223	77	34	25					82	72
St. Sauveur	74	68	74	68	125	35					203	89
St. Adèle	111	63	111	63	41	47					143	75
St. Janvier, Village	38	48	38	48	51	75					194	58
do do Lower	319	06	319	06	2	27					40	75
St. Eustache and dissentients	166	68	166	68	381	72					1308	20
St. Augustin	390	78	390	78	102	54					628	24
St. Joseph	240	78	240	78	78	89					268	92
St. Benoît	171	20	171	20	231	47					768	95
St. Hermas					251	79					534	45
St. Placide											488	99
Total	6644	21	6388	54	5687	71	3455	74	291	00	15802	99

Sto. Sébastien	425	47	425	47	405	53	648	43			1480	48
Sto. Marie	49	03	49	03	43	33					92	36
Côte St. Joseph	74	76	74	76	161	24					521	00
St. Colomban	123	70	123	70	137	00					294	30
St. Camille	81	55	81	55	290	50					456	65
St. Raphaël, South	80	36	80	36	15	54					188	17
do do North	45	35	45	35	32	55					107	00
Sto. Angélique, No. 1	25	27	25	27	41	93					82	40
do do No. 2	33	21	33	21	69	95					84	16
do do No. 3	20	68	20	68	116	79					137	47
Abercrombie	98	98	98	98	40	00					47	08
Morin	90	00	90	00							138	06
Total	6644	21	6388	54	5687	71	3455	74	291	00	15802	99
II. HUBBARD.												
Steadfast	634	65	634	65	2400	32	312	00			3346	07
Barnston	346	46	346	46	1868	95					2215	44
Hayford	80	80	80	80	943	45					1003	25
Haley and dissentients	289	06	289	06	1519	84					1799	90
Magog	105	06	105	06	323	00					750	00
Clifton	53	15	53	15	336	25					435	00
Compton	377	86	377	86	741	54					2250	00
Hersford	50	36	50	36	74	64					475	00
Gaton	208	56	208	56	267	16					399	00
Neyfort	47	63	47	63	105	36					1375	00
Ascot	273	46	273	46	421	80					1240	25
Sherbrooke	319	18	319	18	199	84					819	67
Westbury	80	93	80	93	309	07					300	00
Bury	57	87	57	87	17	13					290	00
Kingrick	108	91	108	91	408	88					790	67
Windsor	112	41	112	41	307	69					402	01
Shipton	100	63	100	63	399	37					583	20
Glelland and diss	280	66	280	66	508	91					2027	00
Melbourne	175	93	175	93	257	30					1470	00
Brompton	380	36	380	36	426	91					1686	00
Windsor	104	36	104	36	165	91					692	67
Dundasville	82	30	82	30	107	70					511	20
Wesley	69	51	69	51	122	56					900	00
South Ham.	57	86	57	86	142	11					460	00
Wolton	20	00	20	00	10	00					90	00
Durham No. 1. Com. (Prot.)	92	45	92	45	7	05					550	40
do No. 2.	214	97	214	97	1352	97					2475	00
Kingsey	77	96	77	96	35	04					106	00
Kingwick diss. (Prot.)	314	46	314	46	547	54					1038	40
do do	43	61	43	61	67	22					695	86
Total	5031	42	5031	42	14161	28	10512	17	1552	42	31287	29

TABLE of amounts levied for Public Instruction in Lower Canada, &c.—Continued.

INSPECTION DISTRICT OF	Amount of Annual Grant.		Assessment or voluntary contribution to equal amount of grant.		Amount of assessment levied over and above amount of grant, also special asst.		Monthly Fees.		Assessment for erection or repairs of School Houses.		Total levied.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
Messrs. W. HAMILTON AND C. E. ROULEAU.												
Notre-Dame de Bonsecours	94	62	94	62	210	28	108	00	.....	.....	412	90
Ste. Angélique and diss.....	184	11	184	11	513	45	210	18	.....	.....	917	72
St. André Avelin	178	15	178	15	230	37	189	00	.....	.....	597	52
Loebaber.....	150	65	150	65	671	05	179	28	36	00	1086	98
Buckingham and diss.....	306	46	306	46	733	15	837	60	.....	.....	1977	21
Templeton	157	45	157	45	865	84	172	00	.....	.....	1195	25
Hull.....	300	78	300	78	686	89	416	00	.....	.....	1493	67
Aylmer and diss.....	162	73	162	73	135	27	192	00	.....	.....	490	00
Wakefield.....	82	03	82	03	59	72	.....	.....	.....	.....	141	75
Masham.....	138	98	138	98	57	07	132	00	.....	.....	328	05
Low.....	43	03	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Onalow.....	112	18	113	18	229	12	37	20	.....	.....	378	50
Bristol.....	207	45	207	45	422	87	278	40	.....	.....	909	72
Clarendon	244	66	244	66	163	34	550	00	.....	.....	758	00
Litchfield.....	105	36	105	36	150	00	148	00	.....	.....	403	36
Calumet and diss.....	109	11	109	11	611	89	223	80	.....	.....	944	80
Mansfield	85	36	85	36	207	64	160	00	.....	.....	453	00
Sheen.....	32	11	32	11	100	00	.....	.....	.....	.....	132	11
Chichester.....	24	10	24	10	172	67	84	56	.....	.....	33	33
Alluresies.....	142	73	142	73	785	51	304	00	340	00	1232	24
Mahiraki.....	76	81	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fortland.....	14	53	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waterloo.....	80	91	80	91	63	03	63	83	.....	.....	207	77
Bardly.....	100	91	100	91	144	04	100	80	.....	.....	345	75
Total.....	3231	33	3100	84	7214	20	4236	63	926	00	15527	67

RECAPITULATION.

F. Painchaud.....	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
John Mengher.....	306	20	520	00	106	20	1768	74	932	40
A. Béchard.....	1559	72	1230	01	1763	74	350	00	4580	47
G. Tanguay.....	1180	70	5072	37	2661	08	324	75	3476	40
J. Crépuault.....	6537	00	2595	13	3654	50	50	00	14595	29
F. E. Juneau.....	3172	99	3171	36	3498	29	440	12	11422	62
P. F. Béland.....	3905	18	2850	39	1742	05	120	00	11014	95
J. Hume.....	4265	25	3142	10	1103	74	1634	38	8458	86
V. Martin.....	2202	88	1209	96	510	45			8083	10
S. Doivin.....	813	84	1198	31	1077	05	220	00	2934	25
Rev. R. G. Pless.....	1953	86	239	76	19167	50			4449	75
P. M. Bady.....	844	30	6073	89	56534	92	248	96	20251	56
P. Hubert.....	9747	13	4564	78	2942	19	283	00	72501	90
G. A. Bourgeois.....	5815	47	4170	19	1215	52	1070	50	13664	94
B. Marault.....	1503	93	2026	17	1791	42	743	10	7960	14
A. D. Dorval.....	4844	28	7691	41	2978	88	908	50	9047	84
C. H. Leroux.....	8941	16	7655	26	3602	45			20519	95
Louis Grondin.....	5646	78	6519	95	4673	94	1672	30	19775	87
F. X. Valde.....	7153	76	10236	92	7294	13	364	15	16840	67
M. Caron.....	6046	65	8193	70	2820	15	75	24	95048	96
John Bruce.....	4448	68	6694	51	46964	45	1452	75	17145	54
J. N. A. Archambeault.....	6298	27	6081	38	4614	56	2329	49	59245	00
F. Parmelee.....	5046	07	10872	83	5441	04	1451	10	19278	43
C. Gervain.....	6644	21	5687	71	3455	71	291	00	22669	48
H. Hubbard.....	8031	42	14161	28	10512	17	1582	42	13602	99
Messrs. Hamilton and C. E. Rouleau.....	3234	33	7214	20	4286	63	926	00	31287	29
Total.....	113969	29	130560	92	264689	11	17000	00	15527	67
									526219	32

TABLE B,
Containing the Statistics of all Educational Institutions, more particularly those relating to Superior and Second-Class Schools.

FIRST DIVISION.—SUPERIOR SCHOOLS.

No.	Name of Institution and where situated.	Date of foundation.	By whom founded.	Names of visitors.	Composition of Board of Directors.	FACULTY OF THEOLOGY.			
						Number of Professors.	No. of Pupils.	No. of volumes.	Cost of courses of studies.
FIRST SECTION.—UNIVERSITIES.									
1	McGill College, Montreal	1827	Hon. J. McGill	His Ex. the G. G.	Eleven Governors appointed by the Executive	Not	yet	orga-	
2	Bishop's College, Lennoxville, District of St. Francis	1843	His Lordship Bisp. Mountain	The Anglican Bisp. of Quebec, the Anglican Bisp. of Mont.	The Anglican Bishops, Trustees and a Board of Professors	5	21	Not	yet orga-
3	Laval University, Quebec	1852	The Quebec Seminary	The R. C. Archbishop of Que.	The Principal and Council of the University, composed of the Direc. of the Que. Seminary and of the three Senior Professors of each Faculty	1	Not	yet	orga-
SECTION SECOND.—SPECIAL SCHOOLS.									
1	Catholic Theological School, Seminary of Quebec	1663	Mgr. Laval, 1st Bishop of Que.	The Visitor of St. Sulpice	Nine priests directors	2	42	2,500	
2	Catholic Theological School, Seminary of Montreal			Dr. P. Beaubien and other Direc.	Eleven priests directors	5	50	1,000	
3	Montreal School of Medicine and Surgery	1843			Medical Board of directors				
4	School of Law, St. Mary's College, Mont.	1852			Vide Secondary Schools No. 9				
5	Catholic Theological School, College of St. Hyacinthe, District of Montreal				Vide Secondary Schools No. 4	2	11	500	
6	Catholic Theological School, College of Nicolet, District of Three Rivers	1851			Vide Secondary Schools No. 3	1	26	500	
7	Catholic Theological School, College of Ste. Thérèse de Blainville	1840			Vide Secondary Schools No. 5	1	14	200	
					Total	15	167	4,700	

First Division—Superior Schools.—Continued.

No.	Faculty of Law.				Faculty of Medicine.				Faculty of Arts.				Cost of Board.	Total Cost of Apparatus.	Total Value of Buildings.	Annual Disbursements.	Annual Revenue.	Total Number of Volumes in the Libraries.	Total Number of Professors.	Total Number of Pupils.		
	No. of Professors.	Number of Pupils.	Number of Volumes.	Cost of Courses.	No. of Professors.	Number of Pupils.	Number of Volumes.	Cost of Apparatus.	Cost of Courses.	No. of Professors.	Number of Pupils.	Number of Volumes.									Cost of Apparatus.	Cost of Courses.
1	5	47	.....	\$ 14	12	128	2700	\$ 1200	12	9	60	2800	\$ 4000	20	\$ 5200	64000	19197	12158	5300	26	233
2	7	45	1200	24	8	42	3500	6000	22	3	30	500	1250	.....	100	32000	7000	20000	5000	5	21
3	130	16000	200000	20000	20000	5200	19	117
4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80	.....	14400	8100	2500	2	42
5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	95	100000	14000	5000	1000	5	50
6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	982	3102	500	8	56
7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	8	45
8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80	.....	.....	.....	.....	2	14
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80	.....	.....	.....	.....	2	14
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	88	.....	.....	.....	.....	1	14
11	15	187	1200	.....	28	224	6700	8700	.....	14	90	8100	15250	.....	28959	396000	75578	64355	29700	72	618

Second Division—Secondary Schools.—First Section—Classical Colleges.—Continued.

COURSE OF STUDIES.—Continued.

No.	Total number of volumes.	Number of globes and globettes.	No. of geographical or other maps in the possession of the Institution.	Value of the Museum of Natural History.	Value of physical cabinet.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning Geometry.	No. of pupils learning trigonometry.	No. of pupils learning conic sections.	No. of pupils learning the differential and integral calculus.	No. of pupils learning physical science.	No. of pupils learning to make meteorological observations.	No. of pupils learning astronomy.
1	23,634	6	35	4,000	10,000	217	.....	20	20	20	20	13	.....	20	.....	30
2	11,000	.....	.....	.....	.....	.....	.....	.....	21	21	21	.....	.....	21	.....	21
3	3,500	10	100	200	3,200	117	.....	34	16	15	15	.....	.....	14	.....	14
4	11,500	5	40	.....	20,000	150	.....	.....	10	19	10	10	10	6	6	6
5	3,400	7	27	400	300	147	46	20	7	7	7	7	.....	7	.....	7
6	6,348	6	40	.....	2,000	170	.....	21	12	33	3	3	.....	.....	.....	6
7	2,100	2	35	500	.....	180	.....	.....	21	24	24	24	.....	24	.....	24
8	300	1	12	.....	.....	135	50	25	23	25	.....	.....	.....	.....	.....	.....
9	11,250	4	140	350	1,750	78	.....	.....	21	19	14	14	2	14	14	14
10	.....	2	68	.....	.....	209	182	46	61	64	21	.....	.....	21	.....	.....
11	750	.....	.....	.....	.....	80	35	19	8	1	1	.....	.....	.....	.....	.....
12	.....	.....	12	.....	.....	71	.....	15	22	30	.....	.....	.....	.....	.....	.....
13	502	3	10	.....	.....	83	.....	11	.....	.....	.....	.....	.....	.....	.....	.....
14	79,284	46	439	5,750	43,760	1,727	313	211	201	278	145	83	22	127	21	122

Second Division—Secondary Schools—First Section—Classical Colleges.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning chemistry.	No. of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing French orthographical exercises from dictation.	No. of pupils composing French verse.	No. of pupils learning French composition, or amplification.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing from dictation English orthographical exercises.	No. of pupils composing English verse.	No. of pupils learning English composition, or amplification.
1	13	30	312	12	173	79	79	60	60	81	81	77	81	169
2	21	21	108	.....	77	77	77	48	48	48	124	124	48	48
3	14	36	202	3	122	47	102	102	102	122	102	102	29	26
4	6	.....	150	10	150	150	27	90	90	80	110	110	29	26
5	7	.....	177	8	147	147	20	58	58	174	174	174	.....	.....
6	.....	9	203	10	170	170	16	164	164	21	170	54	.....	79
7	.....	.....	155	3	80	60	31	31	31	108	70	.....	.....	35
8	.....	.....	10	125	136	100	75	60	60	100	100	110	.....	25
9	14	14	169	74	159	159	.....	60	60	146	146	146	13	38
10	.....	.....	2	160	160	112	61	61	61	261	261	261	.....	61
11	.....	.....	4	16	3	16	.....	.....	.....	66	66	66	.....	56
12	.....	.....	.....	69	71	71	71	71	71	71	71	71	.....	71
13	.....	.....	86	3	69	38	28	28	28	23	54	26	.....	6
	76	110	1,578	493	1,516	1,301	1,150	94	823	1,281	1,909	1,265	42	608

Second Division—Secondary Schools—First Section—Classical Colleges.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils studying the Latin grammar.	No. of pupils learning Latin versification.	No. of pupils learning Latin composition.	No. of pupils studying the Greek grammar.	No. of pupils learning Greek composition.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning the history of France.	No. of pupils learning the history of Canada.	No. of pupils learning history of the U. States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.
1	83	89	21	81	.....	.....	136	58	38	72	72	150	42	52	20	17
2	163	24	68	68	.....	.....	148	77	48	24	24	24	.....	.....	24	24
3	102	73	42	66	.....	.....	72	47	65	.....	.....	20	.....	137	22	20
4	154	31	56	68	.....	.....	192	70	127	56	56	37	.....	.....	30	26
5	134	20	.....	75	.....	.....	127	33	26	.....	20	31	.....	.....	20	11
6	58	34	.....	58	.....	.....	170	59	.....	.....	.....	63	.....	72	19	12
7	70	15	25	24	.....	.....	110	37	18	23	12	110	.....	21	23	12
8	130	.....	70	30	15	.....	135	.....	50	100	.....	.....	.....	135	.....	.....
9	137	78	78	137	46	1	183	92	47	.....	.....	21	.....	40	29	21
10	237	21	98	52	12	14	299	112	112	251	.....	84	.....	61	.....	.....
11	13	.....	11	12	3	.....	43	.....	.....	.....	.....	12	.....	.....	.....	.....
12	55	.....	55	22	.....	.....	71	66	55	71	.....	71	.....	.....	.....	.....
13	54	13	.....	26	.....	.....	54	34	12	12	11	3	.....	.....	3	.....
	1,396	398	544	719	76	15	1,740	685	598	609	195	626	42	527	180	143

Second Division—Secondary Schools—First Section—Classical Colleges.—Continued.

No.	PROFESSORS.				PUPILS.											
	No. of professors, either clerical or of a religious order.	No. of lay professors.	Total number of professors and teachers.	No. of boys.	No. of day scholars.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total No. of pupils.
1	16	4	20	371	158	213	371	.....	.....	193	173	.....	.....	107	264	371
2	16	.....	16	198	60	138	197	1	100	100	68	.....	30	57	141	198
3	15	.....	15	234	40	122	233	1	89	89	144	.....	1	125	109	234
4	24	.....	24	281	96	185	279	3	87	87	187	4	3	88	193	281
5	13	2	15	185	6	68	182	3	36	36	142	2	5	114	71	185
6	24	1	25	242	62	180	241	1	100	100	132	1	9	99	143	242
7	12	.....	12	180	180	.....	178	2	89	89	89	.....	2	102	78	180
8	.....	4	4	135	135	.....	20	115	132	132	1	2	.....	125	10	135
9	28	8	31	243	76	17	242	1	137	137	65	6	32	161	82	243
10	.....	13	13	299	293	.....	4	295	282	282	5	12	.....	256	43	299
11	1	4	5	87	81	6	3	84	75	75	11	1	.....	53	34	87
12	1	3	4	71	38	.....	2	69	34	34	37	.....	.....	71	.....	71
13	7	.....	7	101	14	60	100	1	54	54	47	.....	.....	68	33	101
	152	39	191	2627	1230	267	2051	576	1413	1104	28	82	1426	1201	2627	

SECOND DIVISION—SECONDARY SCHOOLS—SECOND SECTION—INDUSTRIAL COLLEGES.

GENERAL DESCRIPTION OF THE INSTITUTION.				FINANCES.							
Name of the Institution, and where situated.	Date of its foundation.	By whom founded.	Composition of Board of Direction.	Composition of Board of Instruction.	Annual expenses of the Institution.	Annual revenue of the Institution from all sources.	Annual cost of tuition of each pupil.	Cost of board.	Number of pupils receiving gratuities in-stitution.	Number of pupils receiving gratuities Board.	Number of pupils receiving gratuities board (in part).
1 College Joliette	1816	The Hon. B. Joliette	2 Priests Directors and 1 Manager	Religious, (friars) clerk St. Viateur, Ecclesiastics	5,983	4,342	16	80	23	.....	.....
2 " " " " " "	1817	Mrs. Masson	Superior, Director, and Manager.	Ecclesiastics and Laymen.	9,917	8,217	15	73	13	1	18
3 " " " " " "	1853	Rev. Curé Déziel	The Curate of Lévi and 4 lay Trustees.	Friars of the Christ. Sch.	3,872	3,774	12	80	5	.....	.....
4 " " " " " "	1853	" " " "	1 Superior, Director and the School Commissioners.	Laymen	1,300	1,400	12	80	3	.....	.....
5 " " " " " "	1856	" " " "	1 Director, &c.	Ecclesiastics and Laymen.	780	780	12	.....	20	.....	.....
6 " " " " " "	1850	" " " "	Bishop of Montreal, 1 Superior and 1 Director.	Clerks of St. Viateur	2,000	1,880	12	70	9	.....	.....
7 " " " " " "	1853	" " " "	The Curate, Churchwarden, Director, Prefect, Manager.	Ecclesiastics and Laymen	2,950	2,954	18	62	2	.....	5
8 " " " " " "	1855	" " " "	School Commissioners	Laymen	633	633	2	.....	12	.....	.....
9 " " " " " "	1855	Rev. Thos. Henry J. Meekle, T. Christie, et al.	6 Directors	1 Minister and Laymen.	1,100	1,100	1	100	6	.....	.....
10 " " " " " "	1855	Rev. Curate Proulx, parishio.	School Commissioners	Friars of the Christ. Sch.	560	560	8	.....	12	.....	.....
11 " " " " " "	1854	" " " "	1 Director and Sch. Commis.	Clerks of St. Viateur	1,550	1,425	12	.....	3	.....	.....
12 " " " " " "	1855	R. R. Bp. Bourget	1 Director.	Friars of St. Joseph	713	2713	.....	.....	.....	.....	.....
13 " " " " " "	1855	R. R. Bp. Prince	1 President, 1 Director, 1 Secretary, 3 Laymen, Profes.	Ecclesiastics	687	600	5	.....	5	.....	.....
14 " " " " " "	1855	The Com. and the Fabrique.	1 Director and Manager	Clerks of St. Viateur	1,500	1,600	12	80	6	.....	.....
			Total	Total	32,645	30,178	.....	.....	125	1	23

Second Division—Secondary Schools—Second Section—Industrial Colleges.—Continued.

FINANCES.—Continued.

No.	Sources of revenue.	Value of real property possessed by the institution, including the build. occupied.		Total amount of debts due by institution.	Cursory statement of these debts.		Value of buildings occupied for educational purposes.	Dimensions and general description of the buildings.	No. of years required to complete the course of study.	Nature of religions in-struction.	COURSE OF STUDIES.	
		\$	\$		\$	\$					Number of volumes in the pupils' library.	Number of volumes in the professors' library.
1	The School Commissioners: the pupils' fees, and agricultural revenue	17,350	2,646	\$	Loans, &c., from various tradesmen.	\$	12,350	80 by 40, 3 stories, of stone, and a wing, 60 by 35, 4 stories, of stone.	7	Catholic.	1328	220
2	Pupils' board, School Commissioners, and grant	24,000	6,000		Due on the building		20,000	136 by 56, 4 stories	5	"	1500	
3	Monthly fees, board, grant	32,000	4,800		Cost of building, furniture and land (balance)		16,000	113 by 45, of stone, 4 stories	5	"		
4	Monthly fees, grant, and board of pupils	6,300	450				5,500	60 by 48, of wood, 4 stories	5	"		
5	The pupils, grant, donations	4,600	1,600				4,000	50 by 70, 3 stories, of stone	5	"	40	70
6	Grant, pupils' fees, and School Commissioners	5,000	360		Maintenance of the College		4,000	100 by 45, of brick, 4 stories	7	"	350	100
7	Tuition and grant	10,210	7,328		Erection of Col. and purchase of land		8,500	98 by 37, 2 wings, 40 by 24 each, 4 stories, of stone	7	"	875	200
8	Pupils, School Commissioners, and grant							60 by 35, of wood	5	"		
9	Donations, grant, aid from parish, and tuition	2,000	280		Balance due the Treasurer		1,600	45 by 20, of brick, 2 stories	5	Prot. Catholic	30	
10	The pupils and grant	3,400	800		Due to the Fabrique and others		2,800	66 by 36, of wood, 2 stories	5	"	150	80
11	The pupils, the Commis. and grant	8,082					5,692	90 by 40, 3 stories, of brick	6	"	35	140
12	Vestry (Fabrique) the pupils & grant	12,000					9,600	60 by 40, 3 stories	5	"		
13	Tuition and grant	2,400	237		\$150 due on the building (deficit of the current year, \$87)		1,600	50 by 30, 2 stories, of brick	5	"	121	
14	School Commis., grant, and pupils	1,150	1,150				1,150	118 by 40, 3 stories, of stone	6	"	250	
		128,502	25,651				93,292				4679	977

Second Division—Secondary Schools—Second Section—Industrial Colleges.—Continued.

COURSE OF STUDIES.—Continued.

No.	Total number of volumes.	Number of globes and globes	No. of geographical or other maps in the possession of the institution.	Value of the museum	Value of apparatus for study of natural philosophy.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning trigonometry.	No. of pupils learning conic sections.	No. of pupils learning differential and integral calculus.	No. of pupils learning natural philosophy.	No. of pupils studying meteorology.	No. of pupils learning astronomy.
1	1,548	6	21	.....	.....	93	78	.....	13	12	.....	.....	.....	.....	.....	.....
2	1,500	3	50	.....	.....	213	272	28	.....	.....	.....	.....	.....	.....	.....	.....
3	.....	2	10	.....	.....	140	140	3	.....	.....	.....	.....	.....	.....	.....	.....
4	.....	.....	.....	.....	.....	115	75	25	25	25	.....	.....	.....	10	25	.....
5	110	1	12	.....	.....	100	100	.....	.....	.....	.....	.....	.....	.....	.....	.....
6	450	2	12	.....	.....	52	15	9	.....	11	11	.....	20	4	4	4
7	1,075	3	24	20	.....	120	24	22	12	12	12	6	.....	12	.....	8
8	.....	.....	8	.....	.....	60	60	7	.....	15	.....	.....	.....	.....	.....	.....
9	30	1	14	.....	.....	149	90	15	4	10	.....	.....	.....	.....	.....	15
10	80	2	20	.....	.....	90	90	24	24	12	.....	.....	.....	.....	.....	.....
11	317	2	12	.....	.....	99	99	6	.....	.....	.....	.....	.....	.....	.....	.....
12	175	.....	.....	.....	.....	8	110	8	.....	.....	.....	.....	.....	.....	.....	.....
13	18	.....	8	.....	.....	45	45	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	250	.....	16	.....	.....	150	150	10	.....	.....	.....	.....	.....	.....	.....	.....
	5686	22	207	20	1,965	1,434	1,348	172	78	97	23	6	20	26	29	27

Second Division—Secondary Schools—Second Section—Industrial Colleges.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning chemistry.	No. of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing French orthographical exercises from dictation.	No. of pupils composing French verse.	No. of pupils practicing French composition.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing English orthographical exercises.	No. of pupils composing English verse.	No. of pupils studying English composition.
1	132	3	60	60	60	27	81	81	81	81	.....	27
2	267	5	213	213	213	.....	213	173	173	173	.....	55
3	25	135	5	130	40	40	.....	3	3	60	3	.....	3
4	97	3	97	97	97	.....	50	30	50	30	.....	35
5	40	1	52	52	40	.....	12	40	40	12	.....	.....
6	4	52	4	36	23	29	.....	23	20	28	28	.....	8
7	24	98	2	80	60	84	8	36	60	100	65	.....	24
8	40	.....	35	35	35	.....	15	15	15	7	.....	.....
9	15	20	36	36	36	20	.....	15	116	116	108	.....	93
10	12	90	.....	60	60	80	.....	24	24	60	60	.....	24
11	41	.....	35	35	35	.....	41	41	41	41	.....	.....
12	110	.....	44	26	.....	.....	8	.....	40	40	.....	.....
13	35	19	35	44	14	.....	25	30	35	35	.....	25
14	149	5	40	40	46	.....	49	.....	49	49	.....	.....
.....	16	80	1,306	84	968	827	823	35	595	663	888	712	10	284

Second Division—Secondary Schools—Second Section—Industrial Colleges.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning the Latin grammar.	No. of pupils learning Latin verification.	No. of pupils learning Latin composition.	No. of pupils learning the Greek grammar.	No. of pupils learning Greek composition.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning Sacred history.	No. of pupils learning Ancient history.	No. of pupils learning the History of England.	No. of pupils learning the History of France.	No. of pupils learning the History of Canada.	No. of pupils learning the History of the United States.	No. of pupils learning general history.	No. of pupils learning bellows-letters.	No. of pupils learning rhetoric.
1	31	27	27				69	27	9	32	13	23	32		14	13
2	28	12	14				173	30	28	28	39					9
3	17						130	50	20	12	25	25		50	3	12
4	18						47	52	25		40	46		4	8	12
5	15	11					30	32	8	3	8	12				2
6	38	10	10				80	45	26	56	34	24	25	10	14	14
7							15	20	5			7				
8	12	3	4		2	2	146	68	20	20	5	65		20	20	
9							60	60			24	60				
10							35	20		21	6	21				6
11							44	26			8	18				
12							35	6		7		6				
13	5						124	39	7	18	3	21		12	7	3
14																
	184	62	55	3	2	2	1050	475	161	197	205	328	57	96	58	60

Second Division—Secondary Schools—Second Section—Industrial Colleges.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning declamation.	No. of pupils studying intellectual and moral philosophy.	No. of students in theology.	No. of pupils studying elements of jurisprudence.	No. of pupils studying elements of constitutional law.	No. of pupils learning theoretical agriculture.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils pursuing a special commercial course.	No. of pupils learning linear drawing.	No. of pupils learning architecture.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils practicing gymnastics.	No. of pupils learning to swim.
1	40	15	7	15	42					22	15	9		6	102		
2	26	5	10			30			272	34		20		50	200	272	
3	50		5	12	13			13		18				5	84	18	12
4	14																
5	7				3			40	8	11	4	10		3	12		
6	38	10	5			12		15	22	12	13	12	4	10	100		
7									82						45		
8									15								
9	24																
10	6	2			6		24			12	12	12	6	10	90		
11										18							
12	40					15	15		12	1		1	1	8	15		
13	10				3									5	37		
14	275	32	27	27	66	57	39	68	411	128	43	64	13	106	708	200	12

Second Division—Secondary Schools—Second Section—Industrial Colleges.—Continued.

PROFESSORS CHOSEN BY PUPILS WHO HAVE LEFT DURING THE LAST TWO YEARS.

No.	PROFESSORS CHOSEN BY PUPILS WHO HAVE LEFT DURING THE LAST TWO YEARS.										PROFESSORS.					
	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who have completed more than half of the course.	No. of students who have left during last two years, having taken religious orders.	No. of these pupils continuing their studies elsewhere.	No. of pupils engaged in teaching.	No. of students who have chosen agricultural pursuits.	No. of students preparing for the Bar.	No. of students preparing for the medical profession.	No. of students preparing for the notarial profession.	No. of students learning surveying.	No. of students either following for commercial pursuits.	No. of pupils either following or preparing for some industrial occupation.	No. of pupils who have left the country.	Number of professors, clerical or of a religious order.	Number of lay professors.	Total number of professors or teachers.
1	2	8	1	3	6	13	3	4	4	1	9	6	1	14	1	15
2	.....	8	5	.....	3	14	.....	.....	.....	.....	36	14	.....	14	5	19
3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
4	2	10	4	.....	.....	1	.....	.....	.....	.....	13	2	.....	6	.....	6
5	3	4	11	.....	.....	15	.....	.....	.....	.....	4	.....	.....	3	1	4
6	.....	6	.....	.....	.....	10	3	2	4	.....	20	6	.....	6	2	8
7	8	.....	.....	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
8	.....	.....	.....	.....	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
13	1	15	4	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
31	.....	60	28	8	31	53	7	10	12	3	161	30	3	73	25	98

Second Division—Secondary Schools—Second Section.—Industrial Colleges.—Continued.

PUPILS.

No.	Number of boys.	Number of girls.	No. of day-scholars.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	Number of Protestant pupils.	No. of pupils whose relations reside in the county in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	369	.....	310	120	10	315	1	287	57	.....	3	300	46	346
2	272	.....	61	111	97	370	3	132	135	1	1	236	40	272
3	145	.....	100	.....	45	143	2	134	11	.....	.....	138	7	145
4	142	.....	125	.....	17	141	1	139	12	.....	1	132	10	142
5	100	.....	60	40	.....	100	4	96	4	.....	.....	4	96	100
6	110	.....	66	41	3	109	1	101	8	1	.....	97	13	110
7	180	.....	80	86	14	180	.....	150	30	.....	.....	114	36	180
8	82	.....	82	.....	.....	82	.....	82	.....	.....	.....	73	10	82
9	95	78	173	.....	.....	23	150	135	18	.....	.....	148	35	173
10	90	.....	55	35	.....	89	1	84	6	.....	.....	94	6	90
11	171	.....	114	57	.....	171	.....	171	.....	.....	.....	159	12	171
12	110	.....	100	9	1	110	6	110	.....	.....	.....	110	.....	110
13	54	.....	54	.....	.....	48	6	53	1	.....	.....	48	6	54
14	325	.....	250	73	2	325	.....	304	31	.....	.....	304	31	325
	2222	75	1570	531	189	2136	161	1988	306	3	4	1966	334	2300

SECOND DIVISION—SECONDARY SCHOOLS—THIRD SECTION.—ACADEMIES FOR BOYS, OR MIXED.

GENERAL DESCRIPTION OF THE INSTITUTION.				FINANCES.							
Name of the Institution, and where situated.	Date of its foundation.	By whom founded.	Composition of Board of Directors.	Composition of Board of Instruction.	Annual expense of the institution.	Annual revenue of the institution from all sources.	Cost of tuition to each pupil.	Cost of board.	No. of pupils receiving gratuitous instruction.	No. of pupils receiving board gratis.	No. of pupils receiving half-board gratis.
1 Aylmer, Protestant	1854	Rish, McConnell and others	President and Directors	Laymen	\$ 610	610	\$ 20				
2 Aylmer, Catholic	1854	Rev. J. Hughes	The Curé	Laymen	410	410	4		40		
3 Baie St. Paul	1855	The Curé and the School Commissioners	School Commissioners	Laymen	400	400					
4 Beauharnois, St. Clément.	1849	The Rev. Curé Chavland	Commissioners and Priars	The Priars of the Chris- tian Schools.							
5 Bonin at St. André d'Ar- genteuil	1852	The Rev. Curé E. Bonin	The dissentient Trustees	Clerks of St. Viateur	1566	1566			126	2	16
6 Baie du Fevre	1853	School Commissioners	The Commissioners	Laymen	350	280			100		
7 Baraston	1849	Rev. J. Green	5 Trustees	Laymen	360	360			16	8	5
8 Berthier	1857	A Board of Directors under the presidency of the late Dr. Barber	8 Members	Laymen	1000	880	7	78			
9 Buckinghan	1854	Rev. J. Brady	5 Trustees	Laymen	512	512	9		5		
10 St. André d'Argenteuil	1857	The inhabitants	Directors	Laymen	600	600					
11 Baker	1857	The Rev. M. Fréchetto and the Fabrique	The Curé and the Director	1 Minister and Laymen.	600	600			3		
12 Cap Santé	1829	Subscription	Rev. M. Morin and 6 officers	Clerks of St. Viateur	1200	1000	12		2		4
13 Charlston	1843	The inhabitants	3 Trustees	Laymen	265	288	5		3		
14 Clarenceville	1843	The inhabitants	1 President and 9 Directors	Laymen	650	627					
15 Clarendon	1855	Public subscription	7 Directors	Laymen	700	800	14				
16 Cusville	1853	The inhabitants	5 Trustees	Laymen	480	480	4	60			
17 Comptee	1854	The inhabitants	5 Trustees	Laymen	400	400	5			1	
18 Cookshrc	1854	C. A. Bailey, and others	3 Trustees	Laymen	600	600					
19 Coaticook	1855	The inhabitants	7 Trustees	Laymen	470	600					
20 St. Cyprien	1814	The Rev. Curé N. L. Amfol.	The School Commissioners	Laymen	360	360					

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—Continued.

FINANCES.—Continued.

No.	Sources of revenue.	FINANCES.—Continued.				Dimensions and general description of the buildings.	COURSE OF STUDIES.			
		Value of real estate, the property of the institution, including the buildings occupied, &c.	Total amount of debts due by the institution.	Cursory statement of these debts.	Value of buildings occupied for educational purposes.		No. of years required to compl. course of studies.	Nature of the religious teaching.	Number of volumes in the pupils' library.	Number of volumes in the professors' library.
1	Pupils' fees and grant.....	\$ 3000	\$ 1400	Purchase of land and building.....	\$ 3000	61 by 40, 2 stories, of stone.....	Prot.	.....	.....
2	do	650	.....	.....	650	21 by 60, of wood.....	Cath.	150	00
3	do	3200	300	.....	2000	41 by 36, 2 stories, of wood.....	do	50	00
4	do	6000	1200	.....	3600	75 by 36, 2 stories, of wood.....	do	.....	150
5	do	4000	.....	.....	4000	80 by 40, 3 stories, of stone.....	do	250	100
6	do	2200	.....	.....	1450	40 by 28, 2 stories, of brick.....	do	500	103
7	do	1425	600	Due on the building.....	1450	40 by 30, 2 stories, of wood.....	Prot.	75	100	
8	do	2000	75	.....	1600	45 by 50, 2 stories, of wood.....	Cath.	.....	.....
9	do	500	400	Professor's salary, house rent, &c.....	500	24 by 30, of wood.....	Prot.	.....	.....
10	do	600	.....	.....	600	2 stories, of brick.....	do	.....	.....
11	do	2000	200	.....	2000	50 by 36, 2 stories, of brick.....	do	120	80
12	do	2000	183	.....	2000	60 by 30, of stone, with 2 wings.....	Cath.	.....	.....
13	do	1500	23	Insurance on the building.....	1200	53 by 30, 2 stories, of wood.....	do	.....	.....
14	do	2200	715	.....	2200	33 by 44, 2 stories, of brick.....	Prot.	.....	.....
15	Government grant and pupils' fees...	700	120	Balance due to the contractor for the building.....	600	36 by 26, 2 stories, of wood.....	do	100	100	
16	do	550	.....	.....	400	35 by 30, 2 stories, of wood.....	do	152	200
17	do	1300	.....	.....	1200	46 by 36, 2 stories, of wood.....	do	.....	.....
18	do	950	.....	.....	800	48 by 50, 2 stories, of wood.....	do	.....	.....
19	do	800	.....	.....	700	30 by 34, 3 stories, of wood.....	do	.....	.....
20	do	2000	.....	.....	1600	30 by 40, 2 stories, of stone.....	Cath.	.....	.....

Second Division—Secondary Schools—Third Section.—Academies for Boys, or Mixed.—Continued.

COURSE OF STUDIES.—Continued.

No.	Total No. of volumes.	Number of globes and orrieries.	Number of geographical or other maps belong- ing to the institution.	Value of the museum of natural history.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning trigonometry.	No. of pupils learning conic sections.	No. of pupils learning natural philosophy.	No. of pupils learning to make meteorological observations.	No. of pupils learning astronomy.
1	.....	.....	4	.....	30	30	10	10	14	.....	.....	.....	.....	.....
2	150	2	9	.....	40	20	6	.....	4	.....	.....	.....	.....	.....
3	110	2	9	.....	50	50	21	6	21	.....	.....	.....	.....	.....
4	150	2	6	.....	136	75	75	30	12	.....	.....	.....	.....	30
5	350	.....	8	.....	45	20	6	6	6	.....	.....	.....	.....	.....
6	103	2	5	.....	40	.....	4	.....	.....	.....	.....	.....	.....	.....
7	600	.....	29	.....	125	25	12	30	3	.....	.....	.....	.....	3
8	73	2	11	.....	46	10	4	2	2	.....	.....	.....	.....	.....
9	.....	3	4	.....	35	20	4	4	4	.....	.....	.....	.....	.....
10	.....	3	10	12	30	20	8	7	2	.....	.....	.....	.....	.....
11	200	2	15	.....	48	11	13	.....	.....	.....	.....	.....	.....	6
12	.....	.....	7	.....	22	.....	20	.....	.....	.....	.....	.....	.....	.....
13	.....	.....	.....	.....	54	15	13	12	.....	.....	.....	.....	.....	.....
14	200	.....	.....	400	79	18	7	21	2	.....	.....	.....	.....	1
15	352	2	10	.....	51	51	3	6	2	.....	.....	.....	.....	3
16	.....	.....	9	50	24	5	3	3	2	.....	.....	.....	.....	3
17	.....	.....	13	.....	84	11	16	31	4	.....	.....	.....	.....	1
18	.....	2	5	.....	25	20	15	10	10	.....	.....	.....	.....	5
19	.....	.....	4	.....	46	8	4	7	1	.....	.....	.....	.....	5
20	.....	.....	8	.....	45	25	4	4	1	.....	.....	.....	.....	1

Second Division.—Secondary Schools.—Third Section.—Academies for boys or mixed.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	Number of pupils learning chemistry.	Number of pupils learning natural history.	Number of French pupils learning English.	Number of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.	Number of pupils writing French orthographical exercises from dictation.	Number of pupils composing French verse.	Number of pupils practicing French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing English orthographical exercises.	Number of pupils composing English verse.	Number of pupils learning English composition.
1			15	8	15					30	25			
2			38	20	7	8				20	20			1
3					30	30	30		10	23	23	23		6
4			162	4	130	130	130	130	30	30	30	75		
5			76	9	45	20	20		3	13	13	13		11
6			22		38	28	28		1		5			
7	3	5	1	25	25	25	28		25	150				132
8			26	3	31	28	22		12	18	18			
9		6			6	6	6		6					
10		16		10	10		10			30		30	20	10
11			48		48	26	26		11	24	24	24	16	16
12										11	36	11		
13			23	1	8	16	22		16	7	10	7		
14			2	10	10	10			10	40	20			45
15			3	8	8					70	70			78
16										34	34	41	14	14
17	9		8	27						10	15		24	
18		6			6					57	50			87
19	1	10	2	2	1	1				25	30			22
20			22	1	32	32	32		8					23

Second Division. — Secondary Schools. — Third Section. — Academics for boys or mixed. — (Continued.)

COURSE OF STUDIES. — (Continued.)

No.	Number of pupils learning Latin grammar.	Number of pupils learning Latin composition.	Number of pupils learning Greek grammar.	Number of pupils learning Greek composition.	Number of pupils learning German.	Number of pupils learning geography.	Number of pupils learning sacred history.	Number of pupils learning ancient history.	Number of pupils learning the history of England.	Number of pupils learning the history of France.	Number of pupils learning the history of Canada.	Number of pupils learning the history of the United States.	Number of pupils learning general history.	Number of pupils learning belles-lettres.	Number of pupils learning rhetoric.
1	6					25			15		10	5			
2						8	12				12		15		
3						23	23			23	23				
4						130	130	30	25	50	30				30
5						20	20	13	20	20	45	20			
6	4					30	20			24	20				
7	6	10				20	20				20				10
8	6					18	6			6	8				
9	2	2				20	6	6	6	6	6	6	6	6	6
10	2	3				26	12	2	12	2	6	6	6	6	6
11						28	19			13	18			10	
12	5					21	2	8			8				
13	3					10									
14	6					66									
15	4	4		1		15	15	15	21		1				
16						8									
17						31	101								
18	5					17									
19	1					12	25		25		20				6
20						20	6		3	6	0	3			6

Second Division.—Secondary Schools.—Third Section.—Academics for boys or mixed.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	Number of pupils learning declamation.	Number of pupils studying intellectual and moral philosophy.	Number of pupils learning theoretical agriculture.	Number of pupils learning practical agriculture.	Number of pupils learning horticulture.	Number of pupils pursuing a special commercial course.	Number of pupils learning linear drawing.	Number of pupils learning architecture.	Number of pupils learning sewing.	Number of pupils learning embroidery.	Number of pupils learning drawing.	Number of pupils learning painting.	Number of pupils learning instrumental music.	Number of pupils learning vocal music.	Number of pupils practicing gymnastics.
1							6						6		
2	23		23		23		3								60
3			23												
4	30		25			75	18				8	8	12	30	
5						13	13							13	
6	15						20		41	18	20	10	20	21	
7	50						2							30	
8															
9	6					12							7	5	
10						30									
11															
12															
13	40													14	
14	80												5		
15	18														
16	17						4								
17	04										7				
18	14														
19	22	1		30									6	18	
20								4							

Second Division.—Secondary Schools.—Third Section.—Academies for boys or mixed.—(Continued.)

PROFESSION CHOSEN BY STUDENTS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.													PROFESSORS.			
No.	Number of pupils left having completed their course of studies the preceding year.	Number of pupils left who have completed more than half of the course.	Number of pupils who still prosecute their studies in other institutions.	Number of students who have embraced the clerical profession.	Number of pupils who have devoted themselves to teaching.	Number of pupils who have chosen agricultural pursuits.	Number of students preparing for the bar.	Number of students preparing for the medical profession.	Number of students preparing for the notarial profession.	Number of students learning surveying.	Number of students learning civil engineering.	Number of students either following, or preparing for commercial pursuits.	Number of students following or preparing for some industrial pursuit.	Number of pupils who have left the country.	Number of lay female teachers.	Number of professors either clerical or of a religious order.
1	17					10	3	2				1				1
2	2	8	8			5				1		1		2		
3						1						1				
4	15	4	10			30		1			1					6
5						2									1	
6	4	3	6		40	75	3			1		2	6	13	2	
7				1												
8																
9											1					
10	6	5	3		2	12						13			2	1
11		24	4													5
12			3			2										
13																
14					10									2		
15																
16																
17																
18																
19																
20			6		1							22				1

Second Division.—Secondary Schools.—Third Section.—Academies for boys or mixed.—(Continued.)

PUPILS.

PROFESSORS.—(Cont'd.)

No.	Number of lay teachers.	Total number of professors, regents, etc.	Number of boys.	Number of girls.	Number of day-scholars.	Number of half-boarders.	Number of boarders.	Number of Catholic pupils.	Number of Protestant pupils.	Number of pupils whose parents reside within the County in which the institution is situated.	Number of pupils whose parents reside elsewhere in Lower Canada.	Number of pupils whose parents reside in Upper Canada.	Number of pupils whose parents reside in the United States.	Number of pupils under 16 years of age.	Number of pupils above 16 years of age.	Total number of pupils.
1	1	1	30	.....	30	.....	.....	2	23	20	.....	.....	.....	20	10	30
2	1	1	75	.....	75	.....	.....	67	8	75	.....	.....	.....	75	.....	75
3	2	2	60	.....	60	.....	.....	60	.....	60	.....	.....	.....	57	3	60
4	.....	6	256	.....	136	50	70	256	.....	312	44	.....	.....	230	6	256
5	.....	3	85	70	155	.....	.....	151	1	143	12	.....	.....	152	3	155
6	.....	.....	87	64	151	.....	.....	151	.....	131	.....	.....	.....	145	6	151
7	4	6	103	92	150	20	.....	.....	200	170	20	.....	10	23	175	200
8	2	2	49	.....	49	.....	.....	48	1	49	.....	.....	.....	49	.....	49
9	.....	1	20	15	35	.....	.....	23	13	35	.....	.....	.....	30	5	35
10	.....	4	31	35	69	.....	.....	.....	69	63	1	.....	.....	60	9	69
11	.....	5	98	.....	37	61	.....	98	.....	88	10	.....	.....	80	18	98
12	.....	1	24	.....	24	.....	.....	23	1	23	1	.....	.....	23	.....	24
13	.....	2	52	29	81	.....	.....	.....	81	77	2	.....	.....	50	31	81
14	2	2	49	43	91	.....	.....	3	88	80	7	.....	2	42	49	91
15	2	2	38	20	56	2	.....	.....	55	57	.....	1	.....	45	58	103
16	2	2	17	9	26	.....	.....	.....	26	21	.....	.....	.....	13	26	43
17	3	3	61	41	108	.....	.....	8	100	108	5	.....	.....	40	68	108
18	1	1	35	.....	35	.....	.....	.....	35	35	.....	.....	.....	15	20	35
19	3	3	49	31	80	.....	.....	2	78	77	3	.....	.....	30	50	80
20	1	1	125	.....	125	.....	.....	121	1	125	.....	.....	.....	125	.....	125

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning to make meteorological observations.	No. of pupils learning astronomy.	No. of pupils learning chemistry.	No. of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing French from dictation.	No. of pupils learning French verification.	No. of pupils learning French composition.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing English from dictation.
1					3	3					2	79	70	20
2													8	70
3					3	2	2							8
4														46
5					30	1	34	34	34		4	35	9	9
6		26			210	1	50	50	60		15	10	13	10
7					1	1	1	1	1		1	10	10	25
8		8			16	16	16	16	16		16	47	26	24
9					15	15	10	10	10			24		24
10		7			12	1								9
11		2			2								30	30
12					12	2	2					12	12	10
13					17		45	40	45		17	6	16	10
14					4	1	22	22	22					4
15					6	15	15	15	15					60
16		24			84	3	70	67	67		16	65		60
17					5	35	35	20	20		18	69	69	59
18		13			36	5	35	36	36		18	44	70	75
19					36	9	36	36	14		6			16
20					88	3	36	36	36		25	46	46	60
21					60	2	60	60	60		12	60	12	12
22					6	6	23	23	23		7		6	6

*7

Second Division—Secondary schools—First Section—Academies for Boys, or Mixed.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning English verification.	No. of pupils learning English composition.	No. of pupils learning Latin grammar.	No. of pupils learning Latin verification.	No. of pupils learning Latin composition.	No. of pupils learning Greek grammar.	No. of pupils learning Greek composition.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning French history.	No. of pupils learning history of Canada.	No. of pupils learning history of U. States.	No. of pupils learning general history.
1																
2		78	1	3	2	3	2		34							
3		8	1			4			6			25				
4		80	16	5					36			29		29		29
5		29							35			29		6		
6		9	15						29					50		
7	10								36					6		
8		10	6	3	3	1			50		15			16		
9		25	36	3	3	30	1		30		10			10		20
10		6							47		25			10		
11	15		8						25		25			32		
12					2				26		4					
13		10	1						12							
14									24							
15		60	14	5	14	3			45					15		
16		30							22					9		
17		42	30	18		2			44					15		44
18			3						114					46		
19	6		8		7	1			44					23		
20									43					19		15
21									38					10		
22									15					19		
23									2					8		
24									11					9		
25									60					12		
26			23						16					40		
27									23							
28									7							
29									16							

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—Continued.

PUPILS.

No.	No. of boys.	No. of girls.	No. of day pupils.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside in the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under the age of 16.	No. of pupils over the age of 16.	Total number of pupils.
1	42	47	89			0	80	65	24			29	60	89
2	21	11	32				32	32				25	7	32
3	43	46	91			3	88	86	3		2	39	52	91
4	20	26	46			10	36	46				30	16	46
5	105	104	210			105		104			1	155	105	211
6	116	95	211		1	211		190	12			18	56	211
7	18	18	36			1	35	34	2			44	15	36
8	26	26	52			3	56	59				44	15	59
9	33	48	81			140	1	141				131	10	141
10	18	25	43			6	37	43				65	33	43
11	61	37	98			13	85	96	2			83	20	98
12	20	28	48			6	42	48				20	28	48
13	31	62	93			93		93				88	10	93
14	90		90			89	1	88	2			88	2	90
15	58	45	103			6	97	97	2		3	63	40	103
16	233		233			230	3	228	5	1		220	13	233
17	49	26	75			5	70	70	4		1	48	27	75
18	23	36	59		5	36	70	35	1			35	1	36
19	42	36	78			6	71	73	4			43	34	77
20	88		88			88		88				146	2	88
21	150		150			148	2	145	5			146	4	150
22						23		23				18	5	23

SECOND DIVISION—SECONDARY SCHOOLS—THIRD SECTION—ACADEMIES FOR BOYS
OR MIXED.—Continued.

GENERAL DESCRIPTION OF THE INSTITUTION.

FINANCES.

No.	Name of the institution, and where situated.	Date of its foundation.	By whom founded.	Composition of the administrative body.	Composition of the body of teachers.	Annual expenditure on the institution.	Annual revenue of the institution from all sources.	Annual fee paid by each pupil for instruction.	Do. for board.	No. of pupils receiving gratuitous instruction.	No. of pupils boarded gratuitously.	No. of pupils boarded in part free.
1	St. Laurent	1847	Rev. J. B. St. Germain	The Priest and Brothers	The Monk of St. Joseph	6975	\$ 4748	10	\$ 54	10	9	
2	L'Islet	1850	The Commissioners	The Priest & Commissioners	The Christian Brothers	400	380			19		
3	Montmagny	1849	do	The Commissioners	do	530	580			75		
4	Montreal, Comm. Academy, Catholic	1853	do	do	Lay teachers	2700	2700	16				
5	Ste. Marthe	1856	E. Lalonde, Esq., School Commissioner	do	1 priest and lay teachers	330	400			35		
6	Missisquoi	1854	Rev. J. C. Davidson and others	do								
7	Pointe aux Trembles, Ho- chelaga	1855	The School Commissioners	The Prot. Bishop of Mon- treal and the Resid't Minis- tr.	1 minister and lay teachers	802	502	12		6		
8	Philipsburg	1850	The inhabit. of the Munic.	The Commissioners	The B-thers of St. Joseph	440	440					
9	Sherbrooke	1850	The inhabitants	3 Trustees	do	340	340	8	100			
10	Sorel, Catholic	1849	The School Commissioners	5 do	Lay teachers	880	880	12				
11	Sorel, Protestant	1855	The dissentient Trustees	The Commissioners	Christian Brothers	1200	1200			55		
12	Stanbridge	1854	The inhabitants, share- holders, and Trustees	3 Trustees	Laymen	520	499			3		
13	Shefford	1854	The subscribers	5 do	do	900	900			1	1	
14	Sutton	1854	The directors	1 presid., 1 sec. and 9 direct.	1 minister	700	700	10				
15	Stanstead	1829	J. Pierce, W. Smith and others	1 president and 6 directors	1 layman	423	397			2		
16	St. Timothé	1853	Mr. Archambault	7 Trustees	Laymen	1450	1450	10		4		
17	Three Rivers, Catholic	1856	G. M. Lawler	The priest and the commis.	do	800	800			50		
18	Yandrecuit	1844	School Commissioners	The School Commissioners	do	600	600			5		
19	Kanachiche	1853	Rev. S. J. N. Dumoulin	do	Christian Brothers	320	320			10		
20	Three Rivers, Protestant		The citizens of Three Rivers	do	1 minister of the Church of Scotland	800	400					
21	Quebec, Commercial and Lit- erary Academy	1843	F. E. Juneau	do	1 layman	320	320			65		
					Total	47645	44587			879	21	11

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—Continued.

FINANCES.—Continued.

COURSE OF STUDIES.

No.	Source of revenue.	Value of landed property possessed by the inst. including the building occupied.	Total amount of debts due by institution.	Value of buildings occupied by the institution.	Dimensions and general description of the building.	No. of years required to complete course of study.	Nature of the religious instruction.	Number of volumes in the pupils' library.	Number of volumes in the professors' library.
1	Government grant, board of the pupils, the commissioners and the produce of 67 acres of land.....	12000	8063	\$	10000	4	Cath.	500	300
2	do do	4400			3600				
3	do do	2800	280		2000				
4	do do	8000	2000		6000	6			130
5	Col. Ch. Sch. Soc. fees from pupils, grant from Government.....	600			200	5		150	
6	Grant from Government, School Commissioners and pupils.....	2400			2000	6	Prot.		1000
7	do do	3700			2500	3	Cath.	69	69
8	do do	800			300				
9	do do	2000			2000				
10	do do	5000	385		4000				
11	do do	1600	1000		600	4	Cath.		
12	do do	2200			2000	3	Prot.	20	466
13	do do	1200	500		1200			100	
14	do do	600			24	4			
15	do do	4000			4000				
16	do do	4800			4000	5	Cath.	145	412
17	do do					5			
18	A lot of land given by the Rev. M. Dumoulin, School Commissioners, and the Government.....	2000	147		2000	5		121	110
19	do do	4000			3600	6	Prot.		215
20	do do				2000				
21	do do	6000	2000		2000	3	Cath.	400	
		512189	25186		120160			4296	4754

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—Continued.

COURSE OF STUDIES.—Continued.

No.	Total number of vol- umes.	Number of globes and orries	No. of geographical or other maps in the po- session of the institu- tion.	Value of apparatus for study of natural phil- osophy.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning trigonometry.	No. of pupils learning conic sections.	No. of pupils learning differential and in- tegral calculus.	No. of pupils learning natural philosophy.	No. of pupils studying meteorology.	No. of pupils learning astronomy.	No. of pupils learning chemistry.
1	300		18		30	26	21	12					10			
2	40	3	10		45	12	4	30							16	
3	180	1	6		180	45	30	60								
4	130	1	12		215	180	40	5					40			40
5	150	2	9		75	35	2	15								
6	1000		4		36	36	1	10								
7	138	1	15		30	50	6	5		2						
8			8		23	6	7	4								
9			13		101	54	15	24		3	1	1			7	18
10		1	7		80	70	24	15		20	10		15			
11		2	3		35		11	4			1					
12	476		5		110	21	16	12		2	2		12		9	6
13	100	2	13		100	34	11	6		2	2		8		3	3
14					15	10	5	3							2	
15			25	300	125	15	10	50		2	2		25			2
16	412		10		68	68	16	6		2						
17	145	3	22		37	34	3									
18	231	2	8		53	22	19	19		19	19	22	6		4	
19	215	2	30		73	73	8								15	
20	400	2	10		12											
21	400	2	6		40	40	18	18		9						
	9050	77	557	970	3871	2132	761	670	487	105	65	25	194	22	198	114

Second Division.—Secondary Schools.—Third Section.—Academics for boys or Mixed.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	Number of pupils learning natural history.	Number of French pupils learning English.	Number of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.	Number of pupils writing from dictation French orthographical exercises.	Number of pupils composing French verse.	Number of pupils practicing French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing from dictation English orthographical exercises.	Number of pupils composing English verse.	Number of pupils learning English composition.	Number of pupils learning Latin grammar.
1	12	60	20	60	60	60	12	17	43	43	45	8	17	8
2	3	32	2	40	32	32	.....	24	6	10	30	.....	.....	.....
3	.....	130	.....	140	70	110	.....	70	50	45	45	.....	45	.....
4	40	155	60	150	150	150	.....	40	155	155	155	.....	40	.....
5	.....	68	17	20	18	18	.....	2	2	6	2	.....	2	.....
6	.....	2	.....	25	.....	.....	.....	.....	35	40	40	.....	28	.....
7	12	20	1	20	20	30	.....	8	.....	.....	6	.....	.....	.....
8	.....	1	.....	41	41	41	.....	41	85	40	14	.....	.....	.....
9	19	3	41	41	41	41	.....	41	85	40	40	.....	35	.....
10	.....	70	.....	75	60	50	.....	.....	25	.....	35	.....	.....	.....
11	.....	10	3	.....	.....	.....	.....	7	4	10	.....	.....	10	.....
12	.....	4	11	11	11	11	.....	11	100	72	72	.....	100	.....
13	4	13	12	25	25	.....	.....	13	33	33	.....	.....	28	.....
14	5	.....	4	.....	.....	.....	.....	.....	15	.....	.....	.....	12	.....
15	.....	5	25	25	25	25	.....	15	125	.....	.....	.....	100	.....
16	.....	25	3	48	48	48	.....	19	25	18	18	.....	12	.....
17	.....	21	10	20	9	.....	.....	.....	27	21	21	.....	18	.....
18	10	24	2	51	30	30	.....	14	10	38	8	.....	.....	.....
19	.....	58	2	75	75	75	.....	.....	25	25	25	.....	.....	.....
20	.....	4	.....	.....	.....	.....	.....	.....	12	12	12	.....	.....	.....
21	.....	30	10	40	40	40	.....	18	18	18	18	.....	18	.....
	233	1804	474	1756	1504	1416	142	566	1903	1468	1486	153	1420	309

Second Division.—Secondary Schools.—Third Section.—Academics for boys or Mixed.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No. of pupils learning Latin versification.	No. of pupils practicing Latin composition.	No. of pupils learning Greek grammar.	No. of pupils practicing Greek composition.	No. of pupils learning German.	No. of pupils learning Geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning history of France.	No. of pupils learning history of Canada.	No. of pupils learning history of the United States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.
3	5	7	3	..	80	60	21	4	4	40	15	6	22	..
..	..	..	..	..	32	32	..	..	12	32	..	..	..	..
..	..	..	..	..	70	110	..	..	..	70	..	..	..	..
..	..	..	..	..	155	215	..	..	..	40	..	40	..	..
..	..	..	..	..	15	10	..	..	2	20	..	..	..	..
..	3	2	1	..	18	..	1	7	..	8	..	..	..	..
..	..	..	..	..	20	35	..	..	..	..	..	..	..	..
..	..	..	..	..	13	1	9	43	3	27	5	6	1	1
12	11	1	1	..	114	1	..	..	..	..	..	..	..	..
..	..	..	..	..	90	30	20	25	25	30	..	30	..	..
..	..	..	..	..	12	..	..	10	..	..	..	..	..	..
..	..	..	..	..	37	9	..	9	..	..	3	11	..	29
..	26	5	5	..	21	..	2	5	1	6	..	3	..	4
..	..	2	..	..	3	..	..	..	..	..	..	5	..	..
..	..	..	..	..	25	..	..	..	..	..	..	..	..	..
..	..	2	..	..	39	28	24	12	..	30	..	40	..	..
..	..	..	..	..	25	..	..	7	..	..	..	..	..	..
..	..	..	..	..	25	28	..	..	..	15	..	..	..	10
..	..	..	..	..	54	60	20	..	..	20	..	20	..	..
..	..	..	..	..	12	..	..	..	..	..	..	..	..	..
..	..	..	..	..	30	40	15	18	18	13	..	..	..	..
36	116	74	16	10	2315	1554	357	467	263	857	94	200	49	157

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning declamation.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning theology.	No. of pupils learning elements of jurisprudence.	No. of pupils learning elements of constitutional law.	No. of pupils learning theoretical agriculture.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils following a special commercial course.	No. of pupils learning linear drawing.	No. of pupils learning architecture.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.
1	50					7	10	10	10	17	14	1	4	10	40
2			4			5				10		10	8	20	
3	40									12	12			4	40
4	40								215	5		5			
5						22	12			13		13		12	22
6	42									6				4	
7	12														
8	8														
9	13														
10	16														
11										15					
12	11											3	2	8	
13	14					4			6			4	5	9	8
14		2													
15	95									1					
16	20					20	20		36						50
17									24						12
18	10						9		13	6	6				8
19	16									10					
20															
21									9	9		9			
	1049	14	4	6	0	134	141	33	624	281	58	174	40	166	604

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—Continued.

PROFESSIONS CHOSEN BY STUDENTS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.														
No.	Courses of Studies—Continued.		No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	No. of pupils who still prosecute their studies in other institutions.	No. of pupils who have chosen tuition.	No. of pupils who have chosen agricultural pursuits.	No. of students preparing for the bar.	No. of students preparing for the medical profession.	No. of students preparing for the notarial profession.	No. of students learning surveying.	No. of pupils learning civil engineering.	No. of pupils either following or preparing for some industrial pursuit.	No. of pupils who have left the country.
	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.												
1			4	6	3		20	2	3	13		28		
2			8	8	3							2		
3			15	10	2		12			20		10		
4			27	33	40	1	10	1			1	60	25	18
5				2	1	1	10			2		12		
6						3	1					2		
7				8								2		
8			5	10								2		1
9			6	10		2						2		3
10														
11														
12			20			19	34			1				
13						8				4		8		
14											4			4
15						25								
16							12					18	15	
17			9									9		
18				9	1		9					8	7	
19														
20														
21			18	20	16							15	10	
	369	143	4	201	254	256	318	23	8	42	7	319	79	53

Second Division—Secondary Schools—Third Section—Academies for Boys, or Mixed.—Continued.

No.	PROFESSORS.										PUPILS.									
	No. of female teachers.	No. of professors, either clerical or of a religious order.	No. of lay professors.	Total number of professors and teachers.	No. of boys.	No. of girls.	No. of day scholars.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total No. of pupils.		
1	15	.....	.....	15	150	.....	62	13	75	147	3	120	15	4	11	122	18	150	.....
2	2	.....	.....	4	285	.....	70	.....	.....	70	.....	70	.....	.....	.....	67	3	70	.....
3	4	.....	.....	7	215	.....	225	.....	.....	225	2	225	15	.....	.....	222	3	225	.....
4	1	.....	6	7	.....	.....	215	.....	.....	213	.....	200	.....	.....	.....	150	65	215	.....
5	1	1	2	4	35	50	85	.....	.....	85	.....	85	.....	.....	86	.....	.....	85	.....
6	2	1	3	5	30	15	45	.....	.....	4	41	41	3	.....	1	30	15	45	.....
7	3	3	.....	3	73	.....	70	2	1	73	.....	72	.....	.....	73	.....	.....	73	.....
8	1	1	1	1	18	0	27	.....	.....	1	26	25	1	.....	1	18	9	27	.....
9	1	.....	1	2	69	57	126	.....	.....	9	117	98	26	.....	2	89	37	126	.....
10	5	.....	.....	5	247	.....	247	.....	.....	247	.....	247	.....	.....	247	.....	.....	247	.....
11	.....	.....	1	1	33	5	38	.....	.....	10	28	36	2	.....	.....	35	3	38	.....
12	3	.....	2	5	69	64	133	.....	.....	10	123	119	7	.....	7	67	66	133	.....
13	2	.....	1	3	42	36	78	.....	.....	14	64	60	18	.....	.....	47	31	78	.....
14	.....	.....	1	1	11	16	27	.....	.....	.....	27	27	.....	.....	.....	27	.....	27	.....
15	2	.....	2	4	95	80	175	.....	.....	15	160	164	5	.....	6	110	65	175	.....
16	1	.....	3	4	120	.....	119	1	.....	120	.....	119	1	.....	100	20	120	.....	
17	.....	.....	1	1	41	.....	41	.....	.....	21	20	34	7	.....	36	5	41	.....	
18	.....	.....	1	1	85	.....	74	8	3	83	2	80	4	.....	1	82	3	85	.....
19	3	.....	.....	3	132	.....	132	.....	.....	132	.....	129	3	.....	123	9	132	.....	
20	1	.....	.....	1	18	.....	18	.....	.....	6	12	18	.....	.....	16	2	18	.....	
21	.....	.....	1	1	60	.....	60	.....	.....	60	.....	55	5	.....	35	25	60	.....	
41	67	82	180	457	1372	5630	134	179	3794	2149	5601	2847	6	62	4613	1330	5943	.....	

SECOND DIVISION—SECONDARY SCHOOLS—FOURTH SECTION—ACADEMIES FOR GIRLS.

FINANCES.

GENERAL DESCRIPTION OF THE INSTITUTION.

No	Name of the Institution, and where situated.	Date of foundation	By whom founded.	Composition of Board of Direction.	Composition of Board of Instruction.	FINANCES.						
						Annual expenses of the Institution.	Annual revenue of the Institution from all sources.	Annual fee received from each pupil for instruction.	Dn. for board.	No. of pupils receiving gratuitous instruction.	No. of pupils receiving board.	No. of pupils receiving part of board gratis.
1	Ste. Anne Laprade.....	1854	Rev. Mr. Brien.....	The superior and the curé.	Sist. of the C. N. D. and lay teach.	\$ 1440	\$ 960	\$ 5	\$ 52	96	2	3
2	St. Ambroise de Kildare.....	1856	Rev. Mr. Laporte.....	The superior.....	Relig. sisters of St. Anne.....	400	380	8	49	30	.....	.....
3	L'Assomption.....	1847	The parishioners.....	The directress and the sisters of the Con. N. D.....	Sist. of the C. N. D. and lay teach.	2500	2900	15	60	96	4	6
4	St. Aimé.....	1855	Rev. Mr. Lecours and G. A. Massue, Esq.....	The superior and 1 ass't.....	Sist. of the P. of M. and lay teach.	1022	1057	.....	40	38	1	2
5	Baie St. Paul.....	1846	Rev. Mr. Chauvin.....	1 superior.....	Sist. of the C. N. D. and lay teach.	440	440	.....	42	30	2	.....
6	Boucherville.....	1703	Mr. Guibert de la Soudrèges, Sulpician, and P. Boucher.....	4 sisters of the C. N. D.....	Sist. of the C. N. D. and lay teach.	1080	1292	.....	60	28	9	7
7	Belœil.....	1853	Rev. Mr. T. Duracher.....	1 superior.....	Relig. Sist. of the H. N. of J.....	1200	1200	11	50	33	2	8
8	The Cedars.....	1841	The Vestry (Fabrique) of the Cedars.....	The curé and the sisters.....	Sist. of the C. N. D. and lay teach.	920	564	.....	60	.....	2	4
9	Chambly.....	1855	Madame widow J. Bresse.....	1 directress.....	Sist. of the C. N. D. and lay teach.	1125	1150	8	50	56	1	5
10	St. César.....	1855	Rev. Mr. Provencal.....	The curé.....	Lay teachers.....	1194	1111	12	40	18	8	3
11	St. Croix.....	1849	Rev. Mr. Potvin.....	Sisters of the C. N. D.....	Sist. of the C. N. D. and lay teach.	954	947	.....	50	40	3	5
12	Cowanville.....	1852	The late A. Cowan.....	A committee of seven.....	Sist. of the P. of M. & lay teach.	500	470	7	.....	4	.....	.....
13	St. Charles l'Industrie.....	1855	Rev. G. V. Mansseau and commissioners.....	The commissioners.....	Sisters of La Providence.....	1156	926	7	.....	9	9	.....
14	Châteauguay.....	1841	Late Rev. Mr. Bourassa.....	Sisters of the Cong. N. D.....	Sist. of the C. N. D. and 1 lay teach.	700	680	.....	52	.....	2	2
15	St. Clément.....	1852	Rev. Mr. L. D. Charland.....	9 nuns.....	Rel. ladies of Hy. Name of Jesus.	4725	4725	.....	.....	12	4	8
16	St. Denis.....	1783	Messire Cherrier.....	4 sisters of the C. N. D.....	Sist. of the C. N. D. and lay teach.	977	1268	.....	52	88	2	4
17	St. Elizabeth.....	1849	Rev. Mr. Quevillon.....	The curé and the sisters.....	Sisters of La Providence.....	1800	1800	.....	42	9	24	.....
18	St. Eustache.....	1853	Late Rev. Mr. Paquin.....	The sisters of the C. N. D.....	Sisters of the C. N. D.....	697	712	.....	.....	.....	3	10
19	St. Cyrion.....	1857	Rev. Mr. F. Morrison.....	1 directress and 6 nuns.....	Rel. Sist. of St. Anne & lay teach.	2200	1200	.....	.....	4	.....	.....
20	St. Grégoire.....	1853	Rev. Mr. Harper.....	The curé and the sisters.....	Rel. Sist. of the Cong. of the Assumption of the B. V. M.....	1684	1954	.....	40	30	.....	.....
21	St. Geneviève.....	1850	The Municipality.....	Religious sisters.....	Rel. Sist. of St. Anne & lay teach.	600	500	8	41	.....	.....	.....

Second Division—Secondary Schools.—Fourth Section—Academics for girls.—(Continued.)

COURSE OF STUDIES.—Continued.

No.	No. of volumes in the professors' library.	Total number of volumes.	Number of globes and globettes.	No. of geographical or other maps in the possession of the Institution.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning the differential and integral calculus.	No. of pupils learning Natural philosophy.	No. of pupils learning astronomy.	No. of pupils learning Natural history.	No. of French pupils learning English.
1	104	179	2	8	96	110	9							22
2				14	60	40	20						24	20
3	200	300	1	15	120	136								25
4	50	90		14	50	160	6				1			8
5	150	250	2	10	50	40								14
6	150	235	1	11	49	22	12						6	32
7	150	250	1	7	80	16	21			9			6	14
8	120	180		10	44	65								30
9	90	220	2	8	78	120	12					5		14
10	60	100		18	72	35						3		20
11	250	315	1	11	60	80								18
12				2	40	20		5						2
13			1	8	180	100								9
14	200	300	1	15	72	90								
15	100	100	2	21	204	13	5					3	31	127
16	158	188	2	8	75	80							3	30
17			1	5	52								2	130
18	100	120	2	7	31	60								13
19				14	51	24							8	24
20	450	450	4	26	116	25	15		15			5		23
21				7	40	30	24						4	13

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning French, whose mother tongue is English.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing French from dicta.	French verification.	Number of pupils in French composition.	Number of pupils in English parsing.	No. of pupils learning English grammar.	No. of pupils writing English from dicta.	No. of pupils in English verification.	No. of pupils learning English composition.	No. of pupils learning Latin grammar.
1	2	87	54	75	.....	40	18	13	13	.....	11	.....
2	.....	60	60	40	.....	30	.....	12	.....	.....	.....	.....
3	.....	122	110	110	.....	20	.....	25	.....	.....	.....	.....
4	2	70	70	70	.....	30	25	35	25	.....	15	.....
5	.....	50	50	50	.....	20	8	8	8	.....	8	.....
6	.....	49	49	49	.....	22	19	13	13	.....	.....	.....
7	4	80	43	80	.....	42	10	10	10	.....	10	.....
8	3	35	30	30	.....	15	10	10	10	.....	8	.....
9	1	106	106	106	.....	60	10	20	10	.....	10	.....
10	3	48	48	72	40	55	12	12	12	.....	7	.....
11	.....	50	46	46	.....	40	15	15	15	.....	12	.....
12	1	11	5	5	.....	5	20	25	25	.....	3	.....
13	3	180	100	130	.....	109	10	10	9	.....	.....	.....
14	5	75	58	58	.....	30	.....	.....	.....	.....	.....	.....
15	31	204	204	204	.....	190	34	34	34	.....	34	.....
16	.....	66	60	40	.....	34	15	15	10	.....	3	.....
17	.....	52	52	52	.....	25	6	6	6	.....	3	.....
18	.....	51	51	45	.....	15	12	6	6	.....	.....	.....
19	1	60	50	30	12	24	20	20	23	.....	16	.....
20	2	113	113	113	.....	70	20	23	23	.....	10	.....
21	.....	32	32	32	.....	30	.....	2	10	.....	.....	.....

Second Division—Secondary Schools—Fourth Section—Academics for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning Latin composition.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning French history.	No. of pupils learning history of Canada.	No. of pupils learning history of the U. States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.	No. of pupils learning declamation.
1	40	35	8	8	.....	12	.....	.....	.....	7	.....
2	60	60	20	10	50	60	.....	6	.....	6	.....
3	118	100	.....	.....	44	44	.....	.....	12	12	20
4	70	16	20	15	.....	.....	.....	.....	.....	.....	.....
5	42	20	20	7	.....	13	.....	8	.....	9	.....
6	49	20	29	1	.....	21	.....	3	.....	3	.....
7	42	18	3	.....	.....	12	.....	.....	.....	.....	.....
8	17	12	.....	.....	.....	30	.....	.....	10	.....	.....
9	70	25	5	5	.....	24	.....	.....	.....	.....	.....
10	74	36	11	.....	13	.....	.....	.....	.....	7	.....
11	41	21	34	3	1	4	.....	.....	.....	2	.....
12	20	12	.....	7	.....	16	.....	1	.....	.....	.....
13	56	81	.....	.....	9	68	.....	.....	.....	.....	.....
14	63	22	5	.....	.....	7	.....	20	.....	.....	.....
15	184	151	27	.....	24	24	.....	5	.....	21	37
16	42	54	23	.....	.....	40	.....	.....	.....	.....	.....
17	25	18	.....	.....	8	12	.....	.....	.....	.....	.....
18	22	32	10	.....	.....	19	.....	19	.....	4	.....
19	24	.....	.....	.....	.....	.....
20	102	48	27	7	53	40	.....	.....	.....	.....	.....
21	30	30	.....	.....	4	20	.....	.....	.....	.....	.....

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils learning linear drawing.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils practicing gymnastics.	No. of pupils who have left last year, having completed their studies.
1					107	35	7	1	15	20		4
2					50	24				19		
3					130	42	4	4	32	24		
4					120	30			10	24		
5					40	20			7	12		4
6					88	52	12	3	24	32		
7					60	50	18		14	25		
8					56	20	12		8	17		
9					78	48	8	3	6	36		2
10					80	70	0	6	9	20		
11					63	40	10	5	6	20		
12					9	13	4		11			
13					70	40			30	100		6
14					80	30	3	1		4		
15			35		138	87	15		27	23		
16					34	25	7		13	20		
17					58	32			10	24		
18							2		10	10		
19					54	40	3		16	18		
20				15	60	50			16	30		
21					20	10						1

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

PROFESSION SELECTED BY PUPILS WHO HAVE LEFT WITHIN THE LAST TWO YEARS. PROFESSORS.

No.	No. of pupils who have left, after having gone through more than half of the course.	No. of these pupils continuing their studies elsewhere.	No. of pupils who have left during the past two years, who have taken religious orders.	No. of pupils who have become teachers.	No. of nuns who are teachers.	Number of lay female teachers.	No. of lay professors.	Total number of professors, male and female.	No. of boys.	No. of girls.	No. of day scholars.
1	6			2	4	1		5		148	34
2											
3											
4											
5	20				3	1		3		90	65
6	5	1		8	5	1		5		80	80
7	3			7	3	1		6		150	127
8	16	1			4	3		7		91	60
9				8	4	1		5		88	34
10	3				4	2		5		96	33
11	12			4	5	2		6		65	43
12	5			6	1	1		8		120	86
13	3				5	1		6		158	140
14					3	2		5		80	40
15						2		2		31	42
16						1		7	11	270	305
17											
18											
19											
20	18			10	8			4		107	47
21		1		9	3	1		13		276	141
								5		130	84
	3			2	4	1		7		130	62
				1	6	1		4		91	50
					4			8		159	108
					7	1					
								8		187	105
								4		68	54

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

PUPILS.

No.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	Number of Protestant pupils.	No. of pupils whose relations reside in the county where the institution is situated.	Number of pupils whose relations reside elsewhere in Lower Canada.	Number of pupils whose relations reside in Upper Canada.	Number of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	40	24	148	.....	141	7	.....	.....	137	11	148
2	25	.....	90	.....	89	1	.....	.....	83	7	90
3	40	66	186	.....	166	18	.....	.....	148	38	186
4	2	21	180	.....	140	10	2	.....	134	16	150
5	.....	31	91	.....	87	4	.....	.....	79	12	91
6	1	53	88	.....	86	2	.....	.....	82	6	88
7	24	30	95	1	80	7	.....	.....	86	10	96
8	.....	22	65	.....	65	.....	.....	.....	61	4	65
9	.....	34	119	1	118	1	.....	.....	108	12	120
10	2	10	160	2	148	9	.....	.....	153	5	158
11	.....	40	80	.....	77	3	.....	.....	66	14	80
12	.....	1	4	38	42	.....	.....	.....	2	40	43
13	.....	64	268	2	265	2	.....	.....	200	70	270
14	27	33	107	.....	107	.....	.....	.....	97	10	107
15	30	105	266	10	269	6	.....	.....	245	31	276
16	.....	46	130	.....	130	.....	.....	.....	123	7	130
17	.....	68	130	.....	115	15	.....	.....	116	15	130
18	22	19	91	.....	85	6	.....	.....	87	4	91
19	15	38	156	3	159	.....	.....	.....	153	6	159
20	49	33	187	.....	167	20	.....	.....	153	34	187
21	14	.....	68	.....	66	2	.....	.....	68	.....	68

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

GENERAL DESCRIPTION OF THE INSTITUTION.		FINANCES.									
Name of the Institution, and where situated.	Date of its foundation.	By whom founded.	Composition of the Board of Administration.	Composition of the Board of Instruction.	Annual expenditure of the Institution.	Annual revenue from all sources.	Annual fee levied on each pupil for tuition.	Tid. for board.	Number of pupils receiving instruction gratuitously.	No. of pupils boarded gratuitously.	No. of pupils boarded in part gratuitously.
1 St. Henri de Mascouche	1854	Rev. L. Gagné	The priest and the nuns.....	Sisters of Providence.....	1620	720	4	.....	32	.....	.....
2 St. Hilaire	1850	Mrs. Campbell	1 super, 1 asst, 1 sec.....	Nuns of SS. NN. de J. et M.....	1000	1240	.....	52	18	.....	5
3 St. Hugues	1854	Rev. M. Archambault.....	1 directress.....	Sist. of the Pres. of Mary.....	1379	1435	12	52	2	.....	2
4 St. Hyacinthe, Sist. of Ch. of.....	1854	Rev. Crevier.....	The superior	Sisters of Charity	524	400	.....	.....	.....	.....	.....
5 St. Hyacinthe	1816	Rev. Girouard	1 superior and 5 nuns	Sisters of the Pres. of Mary and lay teachers.....	6113	5552	12	48	64	10	15
6 L'Islet	1845	Fabrique	The priest and commis.....	Lay teachers	240	200	1.00	.....	16	.....	.....
7 St. Jean Dorchester.....	1847	Fabrique and public sub.....	The superior and the Sisters of the Congregation.....	Sisters of the Congr. N. D.....	3800	4000	.....	63	.....	6	22
8 St. Jacques L'Achigan	1851	Mrs. Blondin, 1st super.....	1 super, and a counsel of 6.....	Nuns of St. Anne.....	5200	4800	8	41	2	2	3
9 St. Joseph de Lévis.....	1854	Fabrique and the parishes.....	Priest and commissioners.....	Nuns of S. N. of Jesus.....	8046	8146	8	50	72	4	2
10 Kamouraska	1856	Sch. Com. and the parishes.....	The Sisters of Congt.....	Sisters of the Congregation of N. D. and lay teachers.....	528	528	.....	60	60	3	4
11 Laprairie	1705	Sisters of the Congr. N. D.....	Sist. of the Congr. & priest.....	Sisters of the Congregation of N. D. and lay teachers.....	1268	1368	.....	52	76	5	25
12 Longueuil	1843	Eulal. Durocher, Henriette Céré and P. Duvesne.....	The nuns	Nuns of SS. NN. of J. and M.....	7339	7339	.....	72	40	20	.....
13 St. Lin	1848	Rev. Mr. Chabot.....	3 nuns	Nuns of SS. NN. of J. and M.....	1682	1682	.....	.....	5	.....	.....
14 St. Laurent	1847	Rev. Mr. St. Germain.....	6 nuns	Nuns of SS. NN. of J. and M.....	4000	4100	10	63	20	2	30
15 Longue Pointe	1852	The Sisters of Providence of Montreal	The priest, 1 superior, and other nuns.....	Sisters of St. Croix.....	2000	2500	.....	.....	.....	.....	.....
16 Ste. Marie de Monnoir.....	1853	Rev. Mr. Crevier.....	1 superior and 2 nuns	Nuns of la Providence.....	886	746	12	42	94	.....	.....
17 Ste. Marie de Beauce.....	1822	Rev. Mr. Villade.....	1 superior and 4 nuns	Sisters of the Pres of Mary... Sisters of the Congregation N. D. and lay teachers.....	1888	1748	.....	54	.....	5	6
18 St. Michel de Bellechasse.....	1850	School Commissioners	School Commissioners.....	Lay teachers	700	550	5	.....	8	.....	.....
19 St. Martin	1847	Rev. M. Bunnet.....	The nuns of Ste. Croix	Sisters of St. Croix.....	503	591	.....	42	14	2	6
20 St. Nicolas	1855	Rev. Mr. E. Baultageon.....	The nuns	Lay teachers	180	180	10	48	19	10	.....
21 St. Paul de l'Industrie	1853	The priest and parishioners.....	The nuns.....	Sisters of la Providence.....	570	582	.....	.....	5	4	.....
22 Pointe Claire.....	1784	Rev. Mr. Sartelon, sulpic.....	1 direct, and the comm.....	Sist. of C.N.D. and lay teach.....	500	338	.....	52	.....	1	2

Second Division—Secondary Schools—Third Section—Academics for Girls.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	Total number of vol- umes.	Number of globes and portraits.	Number of geographical or other maps possess- ed by the institution.	Number of pupils learn- ing arithmetic.	Number of pupils learn- ing mental calcula- tion.	Number of pupils learn- ing book-keeping.	Number of pupils learn- ing algebra.	Number of pupils learn- ing geometry.	Number of pupils learn- ing differential and integral calculus.	Number of pupils learn- ing natural philoso- phy.	Number of pupils learn- ing astronomy.	Number of pupils learn- ing natural history.
1	40		6	40	48							
2	60		7	68	20	10						
3			27	70	70	18						6
4			20	161	190					8		8
5	310		7	250	259	26						
6			60	130							9	
7	300		14	99	75	48						15
8			8	261	56	12					20	12
9	200		15	90	90	10						
10	170		6	67								
11	85		50	185	23	32						15
12	600		15	70		10						
13	50		10	100	158	23						
14	130		16	30	30							
15	20		28	100	140	6						
16	185		45	98	100	12						
17	525		8	42	25							
18			5	16	64	10						
19			10	20	10							
20			5	16	10							
21			10	20	15							
22	150		34	34	50							

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	Number of French pupils learning English.	Number of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.	Number of pupils writing French orthographical exercises from dictation.	Number of pupils composing French verse.	Number of pupils learning French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing English orthographical exercises from dictation.	Number of pupils composing English verse.	Number of pupils learning English composition.
1	.....	1	40	38	20	.....	4	7	7	7	.....	.....
2	23	3	38	38	31	.....	24	14	14	14	.....	8
3	24	1	55	55	55	.....	36	8	.....	.....	.....	.....
4	50	10	50	50	10	.....	200	100	100	100	.....	80
5	140	8	182	182	182	.....	30	1	1	1	.....	20
6	10	3	30	30	12	.....	43	30	30	22	.....	10
7	57	40	82	61	43	.....	75	21	21	15	.....	.....
8	32	6	80	89	75	.....	95	65	65	85	.....	35
9	130	13	110	110	231	.....	18	1	13	15	.....	10
10	25	2	60	56	56	.....	35	12	18	15	.....	9
11	25	1	46	46	42	.....	101	100	100	160	.....	100
12	130	35	161	161	161	.....	30	31	36	31	.....	20
13	.....	.....	45	45	40	.....	23	26	10	.....	.....	.....
14	50	11	58	58	88	.....	10	10	10	10	.....	5
15	15	.....	20	20	20	.....	16	10	30	20	.....	13
16	20	2	60	60	60	.....	50	20	.....	.....	.....	.....
17	24	4	64	64	64	.....	12	.....	.....	.....	.....	.....
18	.....	.....	40	25	25	.....	.....	.....	.....	.....	.....	.....
19	.....	.....	23	29	29	.....	.....	.....	.....	.....	.....	.....
20	.....	2	15	9	8	.....	.....	.....	.....	.....	.....	.....
21	.....	.....	25	25	20	.....	.....	.....	.....	.....	.....	.....
22	.....	.....	45	40	40	.....	.....	.....	.....	.....	.....	.....

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	Number of pupils learning Latin grammar.	Number of pupils learning Latin composition.	Number of pupils learning Italian.	Number of pupils learning German.	Number of pupils learning geography.	Number of pupils learning sacred history.	Number of pupils learning ancient history.	Number of pupils learning the History of England.	Number of pupils learning the History of France.	Number of pupils learning the History of Canada.	Number of pupils learning the History of the United States.	Number of pupils learning general history.
1					28	10			12	13		
2					31	15				10		
3					55	16	14	8	16	16		10
4					40	50				23		
5					175	72	20	9	60	60		8
6					25	32				12		
7					33	41	29		7	13		8
8					66	54				36		
9					155	82	12	15	12	25		
10					46	50	10	13		34		15
11					35	15	12			14		5
12					300	140	25			30		
13					36	36				8		
14					46	34	8			39		4
15					20	15						
16					50	30	5	3		17		
17					51	16	5			17		22
18					15	20			8	8		
19					17	29				29		
20					8	10	4	4	10	10		
21					9	6				9		
22					20	12	5					10

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	No of pupils learning belles-lettres.	Number of pupils learning rhetoric.	Number of pupils learning declamation.	Number of pupils studying intellectual and moral philosophy.	Number of pupils learning practical agriculture.	Number of pupils learning horticulture.	Number of pupils learning linear drawing.	Number of pupils learning sewing.	Number of pupils learning embroidery.	Number of pupils learning drawing.	Number of pupils learning painting.	Number of pupils learning instrumental music.
1			10				1	32	20	4		12
2			10					46	46			
3			25					46	38		8	19
4			40					60	160	30	20	60
5	20	8						200	35			
6								60	93	23		49
7		21						150	46	8	4	16
8								78	29	20	5	72
9	12							251	46	3		8
10		6						86	40	10		19
11	12							60	80	32	9	47
12								169	40	8		
13								98	80			
14							13	85	40	4	3	38
15								20	40	7	7	6
16	10		10					140	15	9		16
17		11						90	25			4
18								60	24			
19								24	6			
20								2	20			
21								31				
22								50				

Second Division.—Secondary Schools.—Fourth Section.—Academics for Girls.—(Continued.)

PROFESSION CHOSEN BY STUDENTS WHO HAVE LEFT WITHIN TWO YEARS.

Course of Studies.—(Con.)

No.	Number of pupils learning vocal music.	No. of pupils learning gymnastics.	Number of pupils left, having completed their course of studies the preceding year.	Number of pupils left, who have completed more than half of the course.	Number of pupils who are continuing their studies elsewhere.	Number of pupils who left during past two years, and have entered into holy orders.	No. of pupils who have become teachers.	Number of pupils who have left the country.	No. of Misses who are teachers.	Number of lay female teachers.	Number of lay professors.	Total number of professors and teachers.	No. of boys.
1	14						3		3	1		3	
2	20						5		5	1		6	
3							5		5	1		6	
4	40						3	12	3			3	
5	25			20			3		3			11	
6	6						2		2			2	
7	24								3			3	
8	37			10		13	5		9			9	
9	73								18			18	
10									3			3	
11	12			5	1				5			5	
12	200								19			21	
13	13						3		3	2		3	
14	40								10			10	
15					1		1		2	1		3	
16	10			3			3		4			5	
17	18			7			4		4			6	
18					3		1			2		2	
19	24								2			2	
20				6			5			2		2	
21	16						1					2	
22									3	1		4	

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(Continued.)

PUPILS.—(Continued.)

No.	Number of girls.	Number of day-scholars.	Number of half-boarders.	Number of boarders.	Number of Catholic pupils.	Number of Protestant pupils.	Number of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	Number of pupils whose relations reside in Upper Canada.	Number of pupils whose relations reside in the United States.	Number of pupils under 16 years of age.	Number of pupils above 16 years of age.	Total number of pupils.
1	102	70	24	8	102	2	101	1	1	.....	95	7	102
2	83	37	24	22	81	.....	77	6	.....	.....	72	11	83
3	89	50	2	28	79	1	79	1	.....	.....	74	6	80
4	190	180	.....	.....	188	2	184	2	.....	4	188	2	190
5	259	167	20	72	257	2	239	20	.....	.....	238	31	269
6	65	65	.....	.....	65	.....	65	.....	.....	.....	60	5	65
7	404	332	10	62	398	0	384	1	.....	10	386	18	404
8	145	77	24	44	145	.....	133	12	.....	.....	130	15	145
9	261	136	30	95	249	12	231	25	.....	3	237	24	261
10	121	81	.....	40	121	.....	103	18	2	.....	114	7	121
11	118	34	44	40	118	.....	109	9	.....	.....	111	7	118
12	340	250	10	80	338	2	300	35	.....	5	323	17	340
13	170	120	23	27	170	.....	170	.....	.....	.....	160	10	170
14	150	67	18	65	147	3	94	50	.....	6	143	7	150
15	62	20	.....	42	61	1	62	.....	.....	.....	58	4	62
16	140	100	15	24	140	.....	135	5	.....	.....	132	8	140
17	105	28	37	40	103	2	94	11	.....	.....	99	10	105
18	75	75	.....	.....	75	.....	75	.....	.....	.....	75	.....	75
19	83	59	12	12	83	.....	82	1	.....	.....	82	1	83
20	34	30	.....	4	34	.....	32	2	.....	.....	32	2	34
21	55	22	33	.....	55	.....	55	.....	.....	.....	53	2	55
22	58	30	13	15	58	.....	58	.....	.....	.....	55	3	58

SECOND DIVISION.—SECONDARY SCHOOLS.—FOURTH SECTION.—ACADEMIES FOR GIRLS.

GENERAL DESCRIPTION OF THE INSTITUTION.		FINANCES.									
Name of the institution and where situated.	Date of its foundation.	By whom founded.	Composition of the Board of Administration.	Composition of the Board of Instruction.	Annual expenses of the institution.	Total annual revenue of the institution from all sources.	Annual fee paid by each pupil for instruction.	Do. for board.	Number of pupils receiving instruction gratis.	Number of pupils receiving board gratis.	Number of pupils receiving part of board gratis.
1 Pte-aux-Trembles, Montreal	1690	The Sulpiciens.....	1 directress and the nuns.....	Sis. of the C.N.D. & laytea.....	2396	2160	.....	50	113	5	14
2 do do Quebec.....	1713	.....	1 directress and the nuns.....	Sisters of the C. N. D.....	430	520	.....	50	4	3	2
3 Rivière-Ouelle.....	1809	Mgr. Panel.....	1 directress and the nuns.....	Sis. of the C.N.D. and 1 lay.....	1184	1208	.....	50	88	3	12
4 Rimouski.....	1853	Rev. Mr. Tanguay.....	The priest.....	Sis. of the C.N.D. and 1 lay.....	1200	1200	.....	52	88	3	4
5 Sorel.....	1850	Rev. Mr. Kelly.....	The nuns.....	Sis. of the C.N.D. and 2 lay.....	3036	1803	.....	54	.....	4	2
6 Ste. Scholastique.....	1850	The fabrique and the com. 1 directress, 1 assistant, and 1 stewardess.....	1 directress, 1 assistant, and 1 stewardess.....	Sisters of the Holy Cross.....	1400	1325	.....	35	98	2	33
7 Sherbrooke.....	1855	Rev. Mr. Dufresne.....	1 directress and the nuns.....	Sisters of the Cong. N. D.....	876	876	5	60	30	1	1
8 Ste. Thérèse.....	1847	Rev. Mr. J. C. Ducharme.....	The nuns.....	Sis. of C.N.D. & 1 lay teach.....	770	800	.....	52	.....	1	9
9 St. Thomas de Pierreville.....	1855	The School Commissioners.....	The School Commissioners.....	Lay teachers.....	300	300	.....	.....	.....	.....	.....
10 Terrebonne.....	1826	Rev. Mr. St. Germain.....	1 superior.....	Sis. of C.N.D. & 1 lay teach.....	1430	1300	.....	38	52	7	4
11 St. Timothée.....	1847	Rev. Mr. J. O. Archambault and parishioners.....	3 members.....	Nuns of Holy Name of J. & M.....	1193	1277	6	54	100	6	4
12 St. Thomas de Montmagny.....	1850	Rev. Mr. J. L. Beaubien.....	1 directress.....	Sis. of C.N.D. & lay teachers.....	1447	1184	.....	.....	200	2	2
13 Varennes.....	1855	Mgr. the Bishop of Montreal.....	The priest and 1 directress.....	Sisters of the Holy Cross.....	856	856	.....	.....	.....	2	4
14 Vaudreuil.....	1843	Miss E. Blondin and Rev. P. L. Archambault.....	1 directress.....	Sisters of St. Anne.....	800	600	8	49	4	.....	.....
15 Yamachiche.....	1852	Rev. M. Dumoulin deceased.....	The priest.....	Sisters of Cong. N. D.....	1300	1168	.....	.....	127	4	1
16 Youville, at St. Bonoit.....	1854	J. J. Girouard, Esq., N.P.....	The priest and the nuns.....	Sisters of the Gen. Hospital.....	2500	2500	.....	.....	40	10	8
17 Waterloo.....	1853	C. Alroy, Z. Reynolds, J. C. Butler and others.....	5 directors.....	Lay teachers.....	280	280	10	.....	.....	.....	.....

Second Division.—Secondary Schools.—Fourth Section.—Academies for girls.—(Continued.)

FINANCES.—(Continued.)		COURSE OF STUDIES.							
No.	Sources of Revenue.	Value of landed property possessed by the institution, including buildings occupied.	Total amount of debts of the institution.	Cursey Statement of these debts.	Value of buildings occupied for the use of the institution.	Dimensions and general description of the buildings.	No. of years of which course of studies composed	Nature of religious instruction.	Number of volumes in pupils' library.
1	Pupils board and Government grant.	8000	600	.....	3000	65 by 55, of stone, 2 stories.....	6	Cath.	125
2	Board, grant, and agr'tl products.....	2800	.....	.....	1200	80 by 30, 2 stories, of stone.....	5	do	150
3	Board of pupils and gov't grant.....	800	600	.....	800	House, of wood, 59 by 47, 2 stories.....	6	do	181
4	do do do	1200	200	.....	1200	80 by 36, 2 stories, of wood.....	5	do	240
5	do do do	4300	2200	Repairs to the building.....	4800	120 front, 2 stories, of brick.....	5	do	.....
6	School comm., board of pupils, work done by the Nunt, and gov. grant.....	568	371	Sundries.....	568	80 by 40, 1 story, of stone.....	4	do	2
7	Board of scholars and gov. grant.....	7000	1616	.....	7000	66 by 40, 2 stories, of brick.....	5	do	.....
8	do do do	4800	60	Sundries.....	4800	70 by 40, 2 stories, of stone.....	5	do	120
9	The comm., government and board.....	1400	.....	.....	1400	40 by 30, of brick.....	.....	do	.....
10	do do do	5600	40	For instruction and maintenance of the institution.....	5600	70 by 45, 2 stories, of stone.....	5	do	350
11	do do do	4800	.....	.....	4800	Buildings of stone.....	0	do	30
12	Board of scholars and grant.....	8800	263	Improvements added to the house.....	8800	Of stone, 2 stories.....	.....	do	.....
13	do do do	1200	.....	.....	1200	30 by 40, 1 story.....	.....	do	.....
14	do do do	1200	320	To different persons.....	1200	.....	3	do	4
15	The board of scholars, the government and agricultural products.....	7300	116	.....	5600	80 by 40, of brick.....	7	do	200
16	School comm., gov't and the pupils.....	700	450	.....	700	40 by 40, 2 stories, of brick.....	.....	do	.....
17	The government and the pupils.....	600	.....	.....	600	40 by 18, of wood.....	.....	Prot.	.....

Second Division—Secondary Schools.—Fourth Section—Academies for girls.—(Continued.)

COURSE OF STUDIES.—Continued.

No.	No. of volumes in the professors' library.	Total number of volumes.	Number of globes and globes.	No. of geographical or other maps in the possession of the Institution.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning the differential and integral calculus.	No. of pupils learning physical science.	No. of pupils learning astronomy.	No. of pupils learning Natural History.	No. of French pupils learning English.
1	120	245	1	16	100	113								30
2	130	280	2	10	60	80								5
3	42	173	2	9	48	30	18						12	18
4	200	200	1	15	60	88	88							20
5	179	419	2	20	155	220								37
6	114	116	1	9	60	86								22
7			1	9	63	35								9
8	105	223	2	7	58	90								30
9			2	18	25									38
10		330	2	7	100	148	30							
11	50	80		22	86	12								25
12	176	176	2	19	104	31	5					1		29
13				5	75	30								18
14	8	12		7	40	20	24							30
15	160	300	2	8	54	60								23
16				6	60	60	8							
17					30	27	6	8	1					

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing from dictation French orthographical exercises.	No. of pupils composing French verse.	No. of pupils practicing French composition.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing from dictation English orthographical exercises.	No. of pupils learning English version.	No. of pupils learning English composition.	No. of pupils learning the Latin grammar.
1	4	50	50	50		20	15	15	15		10	
2		60	60	60		20	5	5	4		3	
3		48	40	40		28	10	14	4		4	
4		40	40	40		40	10	10	10		10	
5	2	113	90	80		40	32	36	26		18	
6		41	41	41		14	6	21	21		6	
7	25	44	34	34		26	29	39	29		26	
8		58	58	58		28		1	12		3	
9		40	30	40		10	1	30	24		24	
10		96	96	84		72	24	15	15		15	
11	1	40	30	40		30	15					
12	1	69	69	69		40	13	18	18		11	
13		40	26	40		4	12	18	18			
14	4	45	45	36		20	10	10	8		8	
15	1	47	30	30		29	8	23	8		9	
16	3	50	50	50		25	12		6		6	
17	1					1	30	30	5		33	2

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils passing Latin composition.	No. of pupils learning Italian.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning history of France.	No. of pupils learning history of Canada.	No. of pupils learning history of the United States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.
1				42	24	12			18		22		
2				40	30	5	2	3	10		10		9
3				32	36	28		15	23				6
4				36	64	15		15	15		20		9
5				74	5	5			26				
6				26	39	5			22				
7				63	22	11		8	15		33		9
8				40	20	16			10		24		12
9				14	15	10		10	20				
10				56	27	5			26			9	
11				30	20								
12				92	68	27		3	12		8	7	7
13				26	40				20				
14				30	4		15				6		
15				21	3			10				2	
16				14	25			8	25		3		3
17	2			32		3	2		2				

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

PROFESSIONS CHOSEN BY PUPILS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.										PROFESSORS.			PUPILS.	
No.	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	No. of pupils who still prosecute their studies elsewhere.	No. of pupils left within the last two years, having taken religious orders.	No. of pupils who have chosen tuition.	No. of pupils who have left the country.	No. of Nuns who are teachers.	Number of lay female teachers.	No. of lay professors.	Total number of professors and teachers.	No. of boys.	No. of girls.		
1	1	2			2		4	2		6		113		
2							3			3		100		
3		8					2	1		3		88		
4		5					4	1		5		88		
5		16			1		7	2		9		333		
6	5		1	9			4	1		5		150		
7							4	1		5		155		
8							4	1		5		128		
9							4	1	1	2	30	39		
10	6	0	1		4		5	2		7		152		
11							4			4		150		
12		3			2		4	2		6		200		
13							5			5		75		
14	2	4	1				4			4		85		
15		5			1		3	2		5		127		
16			7		2	1	2			2		76		
17								1		1	4	42		

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

PUPILS.

No.	No. of day scholars.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	57	6	50	113		75	38			106	7	113
2	70	3	22	100		100				96	4	100
3	44		44	88		88				83	5	88
4	30	25	33	88		88				82	6	88
5	240	60	33	333		320	13			322	11	333
6	88	40	24	150		143	5	2		149	1	150
7	138	2	15	130	25	141	13		1	137	18	155
8	60	48	20	128		118	10			121	7	128
9	69			69		69				60		69
10	48	65	39	152		138	12		2	140	12	152
11	100	15	35	150		150				144	6	150
12	130	45	25	200		194	6			193	7	200
13	47	22	6	75		74	1			72	3	75
14	50	20	15	85		80	5			83	2	85
15	91	1	35	127		126			1	119	8	127
16	60	6	10	76		73	2		1	72	4	76
17	46				46	36	10			20	17	46

SECOND DIVISION—SECONDARY SCHOOLS—FOURTH SECTION—ACADEMIES FOR GIRLS.—Continued.

GENERAL DESCRIPTION OF THE INSTITUTION.		FINANCES.										
No.	Name of the institution, and where situated.	Date of its foundation.	By whom founded.	Composition of the Board of Administration.	Composition of the Board of Instruction.	Annual expenses of the institution.	Annual revenue of the institution from all sources.	Annual fee received from each pupil for instruction.	D. for board.	No. of pupils receiving gratuitous instruction.	No. of pupils receiving board grants.	No. of pupils receiving part of board grants.
1	St. Famille.....	1685	Sister Bourgeois.....	Sisters of the Congr. N. D.	Sisters of the Congregation N. D. and lay teachers.....	\$48	\$48	3.50	.....	.....	.....	.....
2	Cacouna.....	1857	Rev. J. C. Cloutier.....	Sisters of Charity.....	Sisters of Charity and 1 lay teacher.....	2000	1300	5	50	4	2	.....
3	Le Vorté.....	1854	The curé & the inhabitants	The curé and the Commis.	.....	.....	.....	.....	.....	.....	.....	.....
4	Trois Pistols.....	1858	Rev. M. Roy & parishioners	The curé and the Sisters of the Congr. N. D.....	Lay teachers.....	440	410	.....	60	10	1	3
5	Terrebonne.....	1826	Rev. M. St. Germain.....	The Sisters.....	Sisters of the Congr. N. D. do	736	412	.....	38	76	7	4
6	St. Vincent de Paul.....	1842	Mgr. Bourget.....	Religious Sisters.....	do	1130	1390	.....	.....	.....	.....	.....
7	St. Gervais.....	1859	Rev. M. Pouliot.....	The curé and the Sisters... Sisters of Charity.....	Sisters of Charity and 1 lay teacher..... Relig. Sisters of the Holy Name of Jesus and Mary.	2000	2000	.....	.....	60	5	12
8	Notre Dame de Lévis.....	1868	Rev. J. C. Déziel.....	Sisters of Charity.....	Sisters of Charity.....	292	384	.....	50	12	.....	.....
9	Rigaud.....	1859	The School Commissioners	1 Directress and 3 Sisters..	Religious Sisters of St. Anne and 1 lay teacher.	1595	1472	5	.....	20	.....	.....
						1000	776	8	43	2	.....	1

Second Division -Secondary Schools—Fourth Section—Academies for Girls.—Continued.

FINANCES.—Continued.		COURSE OF STUDIES.							
No.	Source of revenue.	Value of real estate, the property of the institution, including buildings in occupation.	Total amount of debts of the institution.	Cursory statement of these debts.	Value of buildings occupied for purposes of the institution.	Dimensions and general description of the buildings.	No. of years required to complete course of studies.	Nature of the religious instruction.	Number of volumes in the pupils' library.
1	Pupils' board, the Government, the Sch. Com., and agricultural produce.	3400	372	Construction of buildings.....	2400	34 by 35, of stone.....	5	Cath.	80
2	Pupils' board and the Government.....	4000	1200	Construction of buildings.....	3200	45 by 36, of wood, 2 stories.....	5	do	
3	Commissioners and grant.....	1800	800	Loan for building, and teachers' salaries.....	1800	60 by 40, 2 stories, of wood.....	3	do	
4	Pupils' board and grant.....	5100	1300	Construction of the building.....	4800	60 by 40, of wood, 2 stories.....	7	do	
5	Pupils' board, the Commissioners, and grant.....	5800	40	Sundries.....	5600	70 by 45, of stone, 2 stories.....	5	do	330
6	The pupils and the Government.....	6000	400	Repair of the building and maintenance.....	4400	120 by 55, with a wing of 25, of stone.....	5	do	
7	The pupils' board, the grant, and the Commissioners.....	4800	1400	Various loans.....	4000	90 by 40, of stone.....	5	do	
8	The pupils, the priests' board, and the Government.....	20000	300	.....	16000	126 by 50, 3 stories, of stone and brick.....	5	do	
9	The pupils' board, the Government, produce of a garden, &c.....	3000	264	Sundries.....	3000	50 by 25, 3 stories, of stone.....	3	do	

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of volumes in the professors' library.	Total number of volumes.	Number of globes and globettes	No. of geographical or other maps in the possession of the institution.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning the differential and integral calculus.	No. of pupils learning natural philosophy.	No. of pupils learning astronomy.	No. of pupils learning natural history.	No. of French pupils learning English.
1	130	130	2	8	48	5	10						7	24
2	60	140		30	60	25	25	12	25				12	40
3				7	70	46								39
4	100	100		6	52									22
5		330	2	7	100	148	30							38
6	12	12		7	44	18							2	18
7	15	15	2	3	50	12								15
8	80	80		13	180		18							174
9				7	80	65	40						6	30

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	Number of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.	Number of pupils writing French from dictation exercises.	Number of pupils practicing French versification.	Number of pupils practicing using French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing from dictation English orthographical exercises.	Number of pupils composing English verse.	Number of pupils learning English composition.	Number of pupils learning the Latin grammar.
1	34	34	34	34	27	18	18	18	18	18	18	18
2	36	36	36	25	36	8	8	15	16	16	16	16
3	60	60	60	54	26	4	4	16	16	16	16	16
4	51	96	40	40	72	24	24	30	24	24	24	24
5	39	34	34	26	7	7	7	7	7	7	7	7
6	45	30	30	45	8	8	8	8	8	8	8	8
7	130	130	130	130	41	59	59	64	64	64	64	64
8	73	78	78	60	46	21	21	21	21	21	21	21

Printed and Published by J. H. B. ...
 No. 11, ...
 1862

Second Division.—Secondary Schools.—Fourth Section.—Academies for Girls.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	No. of pupils learning Latin composition.	No. of pupils learning Italian.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning history of France.	No. of pupils learning history of Canada.	No. of pupils learning history of the United States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.
1	39	30	.....	.....	.....	30	.....	.....	.....	.....
2	50	15	12	8	20	15	.....	.....	12	12
3	55	66	.....	.....	30	43	.....	.....	.....	.....
4	39	16	15	.....	13	19	.....	.....	.....	4
5	56	27	8	.....	.....	26	.....	.....	9	.....
6	32	33	3	.....	41	23	.....	5	6	6
7	30	40	.....	.....	.....	15	.....	.....	.....	.....
8	53	65	.....	.....	.....	29	.....	16	.....	16
9	41	45	.....	.....	.....	11	.....	.....	.....	.....

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning declamation.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils learning linear drawing.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils practicing gymnastics.
1	.....	.....	.....	.....	9	.....	.....	.....	6	.....	30	.....
2	25	.....	25	25	12	34	34	13	13	12	19	.....
3	.....	.....	.....	.....	2	60	33	2	2	6	.....	.....
4	.....	.....	.....	.....	.....	60	45	.....	.....	3	20	.....
5	.....	.....	.....	.....	.....	152	112	20	10	20	50	.....
6	12	.....	.....	.....	5	25	17	5	.....	5	16	.....
7	.....	.....	.....	.....	.....	60	40	.....	.....	.....	.....	.....
8	.....	.....	.....	16	.....	30	38	8	.....	10	49	.....
9	.....	.....	.....	.....	.....	46	35	.....	.....	.....	30	.....

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

No.	PROFESSION CHOSEN BY PUPILS WHO HAVE LEFT WITHIN TWO YEARS.										PROFESSORS.					PUPILS.		
	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	No. of pupils who continue their studies elsewhere.	Number of pupils left within two years, having entered into holy orders.	No. of pupils who have become teachers.	No. of Nuns who are teachers.	Number of lay female teachers.	No. of lay professors.	Total number of professors and teachers.	No. of boys.	No. of girls.	No. of day scholars.						
1	.....	.....	.....	.....	.....	3	1	.....	4	.....	71	21
2	3	8	3	.....	6	3	1	.....	4	.....	60	26			
3	1	.....	3	.....	1	.....	3	.....	3	55	75	130		
4	6	6	.....	4	.....	3	2	.....	3	.....	63	35		
5	.....	.....	1	.....	.....	5	.....	.....	7	.....	152	48
6	2	7	2	.....	.....	3	1	.....	4	.....	111	60		
7	.....	.....	.....	.....	.....	.....	1	.....	4	.....	79	56
8	.....	1	.....	1	.....	7	1	.....	8	.....	180	100	
9	.....	.....	.....	.....	.....	.....	1	.....	5	.....	108	70

Second Division—Secondary Schools—Fourth Section—Academics for Girls.—Continued.

PUPILS.—(Continued.)

No.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside within the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total No. of pupils.
1	50	71	71	71	71	.....	.....	.....	71	.....	71
2	4	30	60	.....	60	.....	.....	.....	26	34	60
3	.....	130	130	.....	130	.....	.....	.....	127	3	130
4	28	63	63	.....	58	5	.....	.....	39	24	63
5	65	152	152	.....	138	12	.....	2	140	12	152
6	8	43	111	.....	90	20	1	.....	111	.....	111
7	7	70	70	.....	67	3	.....	.....	67	3	70
8	20	175	175	5	172	8	.....	.....	173	7	180
9	23	161	107	1	106	.....	2	.....	102	6	108

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

		FINANCES.—Continued.				COURSE OF STUDIES.			
No.	Sources of revenue.	Value of landed property possessed by the building, including the building occupied, &c.	Total amount of debts due by institution.	Value of buildings occupied for the purposes of the institution.	Dimensions and general description of the buildings.	No. of years required to complete course of study.	Nature of the religious instruction.	No. of volumes in the pupils' library.	No. of volumes in the professors' library.
		\$	\$	\$					
1	Revenue from land, Saigniory, pupils' board, and the grant	41000	.....	8000	80 by 48, of stone, 3 stories; another 210 by 50, 2 stories, of stone.....	4	Catho.	1270	.....
2	Pupils' board and music lessons	2100	.....	4000	68 by 40, 2 stories, of stone.....	6	do	150	200
3	Pupils' board and the School Commissioners	18400	.....	18400	.....	.....	do	600	1200
4	The Commissioners.....	2200	.....	2200	.....	.....	do	.....	.....
5	The Seminary of St. Sulpice.....	2000	.....	2000	.....	.....	do	.....	.....
6	.....	2400	.....	2400	.....	.....	do	300	.....
7	Revenue of the Institution and board	112000	.....	60000	690 feet in length, 3 stories, of stone.....	7	do	1200	1800
8	The Government and the citizens.....	60000	.....	60000	.....	.....	do	400	500
9	.....	60000	.....	60000	.....	.....	do	.....	.....
10	.....	20000	.....	20000	.....	.....	do	560	1000
11	.....	6000	.....	6000	.....	.....	do	.....	.....
12	Revenue of the Institution and pupils	40000	.....	40000	Of stone, 4 stories.....	.....	do	.....	.....
13	Revenue of the Institution and pupils' board.	80000	.....	80000	Houses of stone and wood .....	.....	do	3000	12000
14	Revenue and pupils' board.....	65000	.....	65000	Of stone .....	.....	do	800	1200
15	.....	40000	.....	40000	Of stone, 3 stories .....	.....	do	.....	.....
		917022	56134	841823				13072	23504

1862-1863

Second Division—Secondary Schools—Fourth Section—Academics for Girls.—(Continued.)

COURSE OF STUDIES.—(Continued.)

No.	Total number of vol- umes.	Number of globes and globes.	Number of geographical maps or other maps in the possession of the in- stitution.	Number of pupils learn- ing arithmetic.	Number of pupils learn- ing mental calcula- tion.	Number of pupils learn- ing book-keeping.	Number of pupils learn- ing algebra.	Number of pupils learn- ing geometry.	Number of pupils learn- ing differential and integral calculus.	Number of pupils learn- ing natural philoso- phy.	Number of pupils learn- ing astronomy.	Number of pupils learn- ing natural history.
1	1270	4	21	158		6				3		3
2	350	2		115							3	2
3	1800	4		290	370							
4				90	120							
5	300			20								
6	300			48	52							
7	3000	7	36	250	180	20				23	22	10
8	900			35								
9				171								
10	1560	4	4	90	25							
11				128								
12				100								
13	15000		41	950	820							
14	2000	5	12	55	55	15	10			8	12	
15		3	6	35								
	33575	111	1000	7976	5998	684	35	41	9		100	213

For further details see the Report of the Education Department for the year 1862.

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning French grammar.	No. of pupils learning French parsing.	No. of pupils writing from dictation French orthographical exercises.	No. of pupils practicing French versification.	No. of pupils practicing French composition.	No. of pupils learning English parsing.	No. of pupils learning English grammar.	No. of pupils writing from dictation English orthographical exercises.	No. of pupils composing English verse.	No. of pupils learning English composition.
1	224	13	158	73	73	38	24	70	32	24	24	24
2	30		118	62	62	36	20	20	20	20	20	20
3			250	220	220	120	130	75	130	130		
4			60	50	50	20						
5	10		20	15	15							
6	10		44	38	38							
7	126	110	200	200	200	6	200	150	12	146	146	146
8	40	8	63	45	45		25	15	22			
9	211	32	230	176	176		30	28	28			
10	80	16	80	80	80			35	35			
11	00		68	41	41			19	19			
12	42		42	17	17			26	26			
13	600		620	460	460			106	28			
14	39	40	78	70	70		65	65	65			65
15	40		43	40	40		20	20	15			
	3532	484	6506	5710	5710	59	3116	1560	1797	1509	162	849

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning the Latin grammar.	No. of pupils learning Latin composition.	No. of pupils learning Italian.	No. of pupils learning German.	No. of pupils learning geography.	No. of pupils learning sacred history.	No. of pupils learning ancient history.	No. of pupils learning English history.	No. of pupils learning history of France.	No. of pupils learning history of Canada.	No. of pupils learning history of the United States.	No. of pupils learning general history.
1					95	72	3	22	15	24		
2					56	56	8	5		32		
3					150	60	26			80		25
4					50	92				20		
5						10						
6					32	31				7		
7			14	5	198	90	48	48	40	100	40	6
8					41	40			11	27		
9					131	72			27	47		
10					40	26			20	20		
11					71	28			32	38		
12					125	41			25	22		
13					660	450				176		
14			10		75	15	25	20				30
15					62	20				30		
	2	2	24	5	5186	3440	603	237	666	2001	43	495

Second Division—Secondary Schools—Fourth Section—Academics for Girls.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.	No. of pupils learning declamation.	No. of pupils learning intellectual and moral philosophy.	No. of pupils learning practical agriculture.	No. of pupils learning horticulture.	No. of pupils learning linear drawing.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.	No. of pupils learning instrumental music.
1	10						3	78	52	9	9	36
2	10							133	69	7	3	30
3		35	30	210				600	90	20		45
4								180	40			
5												
6			12				70	60	12			
7	22							237	180	40	25	91
8								30	31			21
9								150	55			
10								100	33			
11								120	30			
12								165	48			
13								1355	75			
14		40	40	50				80	49	18		75
15								70	25			
	172	285	430	270	25	28	140	5233	3475	488	172	1123

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

	PROFESSION CHOSEN BY PUPILS WHO HAVE LEFT WITHIN THE LAST TWO YEARS.										PROFESSORS.				PUPILS.	
	No. of pupils learning vocal music.	No. of pupils practising gymnastics.	No. of pupils left, having completed their course of studies the preceding year.	No. of pupils left, who completed more than half of the course.	Number of pupils continuing their studies elsewhere.	No. of pupils left within two years, having entered into holy orders.	No. of pupils who have become teachers.	No. of pupils who have left the country.	No. of nuns who are teachers.	Number of lay female teachers.	No. of lay professors.	Total number of professors and teachers.	No. of boys.			
1	30		1	20					20			20				
2	100							5	1		6					
3	220							15			15					
4	60							4			4					
5								2			2					
6	20							2			2					
7	45	230	4	6				34	1		34					
8	30							12			12					
9	46							11			11					
10	34							6			6					
11	36							5			5					
12	25							6			6					
13	386							40			40					
14	50							9			9					
15	20							5			5					
	2697	230	50	244	27	22	137	13	474	78	532	1	100			

Second Division—Secondary Schools—Fourth Section—Academies for Girls.—Continued.

PUPILS—(Continued.)

No.	No. of girls.	No. of day scholars.	No. of half boarders.	No. of boarders.	No. of Catholic pupils.	Number of Protestant pupils.	No. of pupils whose relations reside in the county in which the institution is situated.	Number of pupils whose relations reside elsewhere in Lower Canada.	Number of pupils whose relations reside in Upper Canada.	Number of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	237	172	12	53	231	6	197	40	.....	.....	210	27	337
2	132	55	31	40	132	.....	100	32	.....	.....	195	7	182
3	700	520	106	74	700	.....	700	.....	.....	.....	650	50	700
4	300	300	.....	.....	209	.....	300	.....	.....	.....	279	21	300
5	45	45	.....	.....	45	.....	45	.....	.....	.....	45	45	45
6	61	14	25	22	61	.....	61	.....	.....	.....	61	9	61
7	287	.....	120	167	267	20	250	61	6	.....	230	57	287
8	96	.....	.....	96	96	.....	79	17	.....	.....	93	3	96
9	589	464	.....	125	589	.....	589	.....	.....	.....	505	84	589
10	100	36	.....	64	100	.....	60	40	.....	.....	80	20	100
11	342	260	.....	82	342	.....	342	.....	.....	.....	325	17	342
12	435	342	.....	93	415	.....	435	.....	.....	.....	420	15	435
13	3013	3013	.....	.....	3013	.....	3013	.....	.....	.....	2960	53	3013
14	82	.....	.....	82	82	.....	82	.....	.....	.....	80	47	82
15	132	.....	.....	132	132	.....	132	.....	.....	.....	95	42	132
16	132	.....	.....	132	132	.....	132	.....	.....	.....	90	42	132
	15463	10922	1415	3126	15270	193	14738	665	15	47	14315	1148	15463

Third Division—Normal Schools.—Continued.

FINANCES.—Continued.		COURSE OF STUDIES.					
Sources of revenue.	Value of the landed property possessed by the institution, including the buildings occupied, &c.	Value of buildings occupied for the purposes of the institution.	Dimensions and general description of the buildings.	No. of years required to complete course of study.	Nature of the religious instruction.	Number of volumes in the pupils' library.	Number of volumes in the professors' library.
1 Revenue of the Model School and the Government..	\$ 600	\$ 60000	Of brick, 4 stories.....	3	Catholic..	500	8000
do do do	32000	32000	180 by 70, of stone, 2 stories.....	2	Protestant.	600	.....
do do do	.....	.....	Of stone, 3 stories.....	.....	Catholic..	.....	2000
Total.....	92000	92000		.....		1100	10000

No.

Third Division—Normal Schools.—Continued.

COURSE OF STUDIES.—Continued.

No.	Total No. of volumes.	Number of globes and orrieries.	Number of geographical or other maps in the possession of the in- stitution.	Value of the museum of natural history.	Value of the museum of natural philosophy.	No. of pupils learning arithmetic.	No. of pupils learning mental calculation.	No. of pupils learning book-keeping.	No. of pupils learning algebra.	No. of pupils learning geometry.	No. of pupils learning differential and in- tegral calculus.	No. of pupils learning conic sections.
1	8500	6	30	400	640	36	36	36	16	16	16	16
2	600	5	40	.....	1600	61	.....	34	56	56	34	.....
3	2000	.....	.....	300	.....	91	91	91	14	28	14	14
	11100	11	71	700	2240	188	127	161	86	100	61	14

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning natural philosophy.	No. of pupils learning to make meteorological observations.	No. of pupils learning astronomy.	No. of pupils learning chemistry.	No. of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	No. of pupils learning the French grammar.	No. of pupils learning French parsing.	No. of pupils writing from dictation French orthographical exer- cises.	No. of pupils practis- ing French composi- tion.	No. of pupils learning English parsing.
1	16	16	10	16	52	51	1	52	52	52	16	52
2	34	.....	34	22	61	.....	61	.....	61	56	56	61
3	38	38	28	28	28	91	13	91	91	91	51	91
	88	54	78	66	141	132	75	143	204	199	103	204

Third Division—Normal Schools.—Continued.

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning English grammar.	No. of pupils learning from dictation English orthographical exercises.	No. of pupils learning English composition.	No. of pupils learning the Latin grammar.	No. of pupils learning Latin versification.	No. of pupils learning the Greek grammar.	No. of pupils learning geography.	No. of pupils learning Sacred history.	No. of pupils learning Ancient history.	No. of pupils learning English history.	No. of pupils learning French history.	No. of pupils learning the History of Canada.
1	52	39	.....	2	.....	.....	30	36	16	19	16	36
2	61	34	56	3	.....	.....	61	61	19	61	22	61
3	91	33	4	3	3	3	91	67	.....	28	28	94
4	204	177	60	5	3	3	188	164	77	105	66	191

COURSE OF STUDIES.—Continued.

No.	No. of pupils learning History of the U. States.	No. of pupils learning general history.	No. of pupils learning belles-lettres.	No. of pupils learning rhetoric.	No. of pupils learning declamation.	No. of pupils learning the elements of constitutional law.	No. of pupils learning theoretical agriculture.	No. of pupils learning linear drawing.	No. of pupils learning sewing.	No. of pupils learning embroidery.	No. of pupils learning drawing.	No. of pupils learning painting.
1	30	19	16	.....	36	.....	52	36	.....	.....	23	.....
2	61	16	22	.....	61	.....	34	61	.....	.....	61	.....
3	28	91	31	3	82	11	41	28	53	.....	25	15
4	61	77	60	3	149	14	127	125	53	.....	109	15

Third Division—Normal Schools.—Continued.

COURSE OF STUDIES.—Continued.										PROFESSIONS CHOSEN BY PUPILS WHO HAVE LEFT.					PROFESSORS.		
No.	No. of pupils learning instrumental music.	No. of pupils learning vocal music.	No. of pupils learning gymnastics.	No. of pupils learning fencing.	No. of pupils who have left, having finished their course during the preceding year.	No. of pupils who have left, having completed more than half their course.	No. of pupils continuing their studies.	No. of pupils who have adopted the profession of teaching.	No. of nun teachers.	Number of lay female teachers.	No. of ecclesiastical professors.	Number of lay professors.	Total number of professors and teachers.				
1	27	36	36	7	51	7	24	52	.....	1	7	8				
2	22	61	.....	.....	54	.....	24	54	.....	.....	8	0
3	40	70	41	.....	.....	.....	132	132	5	2	8	13		
4	39	167	77	7	54	7	24	238	5	3	21	30					

PUPILS.

No.	Number of boys.	Number of girls.	No. of day-scholars.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	Number of Protestant pupils.	No. of pupils whose relations reside in the county in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the United States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.
1	62	56	61	.....	52	52	52	44	52	.....	.....	52	52	52
2	5	53	4	1	89	89	57	44	14	3	1	14	61	61
4	41	53	4	.....	.....	94	.....	.....	92	1	.....	94	94	94
5	93	109	63	1	141	150	57	44	153	3	1	207	207	207

RECAPITULATION OF TABLE B,

Containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

No.	FINANCES.										COURSE OF STUDIES.				
	Annual expenditure of the institution.	Annual revenue of the institution from all sources.	No. of pupils receiving instruction gratuitously.	No. of pupils boarded gratuitously.	No. of pupils boarded in part gratuitously.	Value of landed property possessed by the institution, including buildings occupied, &c.	Total amount of debts of the institution.	Value of the buildings occupied for purposes of the institution.	Number of volumes in the pupils' library.	No. of volumes in the professors' library.	Total number of volumes.	No. of globes and orreries.	No. of geographical and other maps possessed by the institution.		
INSTITUTIONS.															
1	75379	64355	.....	.....	.....	642079	42255	390000	.....	20700	20700	.....	.....
2	172156	165493	282	25	170	1392936	155006	651206	18790	60494	79284	40	469		
3	32645	30178	125	1	23	128502	26651	92202	4679	977	5656	22	207		
4	47645	44587	879	21	37	152189	25185	120160	4296	4754	9050	77	557		
5	201084	193939	4340	263	456	917022	56134	841828	12072	23501	35576	111	1000		
6	35951	37001	207	.....	120	92000	.....	92000	7100	10600	11100	11	70
											120429	161566	207	2333	
Grand total															

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

COURSE OF STUDIES.—Continued.

No.	Value of the museum of natural history.	Value of the collection in natural philosophy.	Number of pupils learning arithmetic.	Number of pupils learning mental calculation.	Number of pupils learning book-keeping.	Number of pupils learning algebra.	Number of pupils learning geometry.	Number of pupils learning trigonometry.	Number of pupils learning conic sections.	Number of pupils learning differential and integral calculus.	Number of pupils learning natural philosophy.	Number of pupils learning to take meteorological observations.	Number of pupils learning astronomy.	Number of pupils learning chemistry.	Number of pupils learning natural history.	No. of French pupils learning English.	No. of English pupils learning French.	Number of pupils learning French grammar.	Number of pupils learning French parsing.
1	\$ 23050																		
2	3750	43750	1727	313	211	201	278	145	85	22	127	21	122	75	110	1578	493	1516	1301
3	20	1965	1434	1348	172	78	97	23	6	20	26	29	27	16	80	1206	84	968	827
4		970	3871	2132	761	670	487	165	65	25	194	22	108	114	233	1804	474	1756	1501
5			7976	5998	684	35	41			9	17		100		213	3332	484	6506	5579
6	700	2240	188	127	161	86	100	64	14		88	54	78	66	141	132	75	143	201
	30420	48925	15196	9018	1989	1130	1003	337	170	76	452	116	525	271	777	8352	1610	10880	9115

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

COURSE OF STUDIES.—Continued.

No.	Number of pupils writing French from dictation.	Number of pupils learning French versification.	Number of pupils learning French composition.	Number of pupils learning English parsing.	Number of pupils learning English grammar.	Number of pupils writing English from dictation.	Number of pupils learning English versification.	Number of pupils learning English composition.	Number of pupils learning Latin grammar.	Number of pupils learning Latin versification.	Number of pupils learning Latin composition.	Number of pupils learning Greek grammar.	Number of pupils learning Greek composition.	Number of pupils learning Italian:	Number of pupils learning German.	Number of pupils learning Geography.	Number of pupils learning sacred history.	Number of pupils learning ancient history.
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	1150	94	823	1281	1509	1285	42	608	1395	398	544	719	76	.....	15	1740	685	598
3	823	35	595	653	888	712	10	284	184	63	55	3	2	.....	2	1050	475	161
4	1446	142	566	1803	1498	1456	153	1420	309	38	116	74	16	.....	10	2815	1554	357
5	5710	59	3116	1550	1797	1509	162	849	2	.....	2	.....	.....	24	5	5186	3449	663
6	199	.....	103	204	204	177	.....	60	5	3	.....	3	.....	.....	.....	188	164	77
	9328	330	5203	5591	5866	6130	367	3221	1895	502	717	799	94	24	32	10479	6827	1856

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

COURSE OF STUDIES.—Continued.

No.	Number of pupils learning English history.	Number of pupils learning history of France.	Number of pupils learning history of Canada.	Number of pupils learning history of the U. States.	Number of pupils learning general history.	Number of pupils learning belles-lettres.	Number of pupils learning rhetoric.	Number of pupils learning declamation.	Number of pupils learning intellectual and moral philosophy.	Number of pupils learning theology.	Number of pupils learning the elements of jurisprudence.	Number of pupils learning the elements of constitutional law.	Number of pupils learning theoretical agriculture.	Number of pupils learning practical agriculture.	Number of pupils learning horticulture.	Number of pupils following a special commercial course.	Number of pupils learning linear drawing.	Number of pupils learning architecture.	Number of pupils learning sewing.
1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	609	195	626	42	527	186	143	395	130	68	40	20	55	31	291	64	188	142	.....
3	197	205	328	57	96	58	60	275	32	27	27	66	57	89	68	411	128	45	.....
4	467	263	857	94	280	49	157	1040	14	4	6	134	141	141	33	524	284	58	102
5	237	666	2001	43	405	172	295	430	270	.....	.....	.....	.....	25	88	.....	140	.....	8283
	105	60	191	64	77	69	3	149	.....	.....	.....	14	127	.....	.....	.....	125	.....	53
	1616	1395	4003	300	1395	534	648	2280	446	99	79	106	373	236	450	999	865	243	3388

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

No.	COURSE OF STUDIES.—Continued.										HEALTH OF PUPILS.								
	Number of pupils learning embroidery.	Number of pupils learning drawing.	Number of pupils learning painting.	Number of pupils learning instrumental music.	Number of pupils learning vocal music.	Number of pupils learning gymnastics.	Number of pupils learning swimming.	Number of pupils learning horsemanship.	Number of pupils learning fencing.		Inflammation and other diseases of the brain.	Consumption, bronchitis, and other diseases of the organs of respiration.	Pleurisy.	Dangerous diseases of the digestive organs.	Neuralgia and other diseases of the nervous system.	Fevers and epidemic diseases.	Luxation, fracture, and other accidents.	Other diseases.	Total number of pupils sick during the year.
1
2	.....	223	.....	301	1177	85	.....	.....	52	5	4	0	14	3	17	7	6	50
3	.....	64	13	106	708	290	12	.....	.....	4	8	4	2	1	47	3	25	64
4	56	174	40	156	604	368	148	4	.....	7	1	4	1	1	59	12	83	168
5	3475	483	172	1123	2697	250	.....	.....	.....	4	37	1	2	2	59	2	154	261
6	.....	109	15	89	167	77	.....	.....	.....	.....	3	.....	1	.....	.....	.....	.....	4
	3531	1068	240	1775	5353	1051	155	4	52	20	53	12	20	7	182	24	263	586	

RECAPITULATION OF TABLE B, containing the Statistics of all Educational Institutions, and more particularly those relating to Superior and Second Class Schools.

HEALTH OF PUPILS.—Continued.		PROFESSIONS SELECTED BY PUPILS WHO LEFT DURING THE LAST TWO YEARS.																					
No.	Inflammation and other diseases of the brain	Consumption, bronchitis and other diseases of the organs of respiration.	Pleurisy.	Fever and epidemic diseases.	Accidentally drowned.	Died from other diseases.	NUMBER OF PUPILS WHO DIED DURING THE YEAR.		Number of pupils left, after having completed their course of studies the preceding year.	Number of pupils left, having completed half their course of studies.	Number of these pupils who are continuing their studies elsewhere.	Number of pupils who left during the past two years, to enter the ecclesiastical condition.	Number of pupils who have adopted the profession of teaching.	Number of pupils who have become agriculturists.	Number of pupils preparing for the Bar.	Number of pupils studying the medical profession.	Number of pupils studying for the notarial profession.	Number of pupils studying surveying.	Number of pupils studying civil engineering.	Number of pupils engaged in trade, or preparing for that pursuit.	Number of pupils engaged in or preparing for some branch of industry.	Number of pupils who have left the country.	
							Total number of pupils who died during the year.	year.															
1																							
2				1	1	1	3	96	111	27	75	13	34	27	27	16	5	5	1	24	4	1	
3			1	1			2	31	69	23	8	24	53	7	10	12	2			101	30	3	
4	3	2		1		4	10	201	254	256	1	177	318	23	8	5	42	7	319	79	79	53	
5		6				12	18	59	244	27	22	137										13	
6		2					2	54	7	24		288											
	3	10	1	3	1	17	35	441	685	362	106	589	405	57	45	33	49	8	504	113		70	

RECAPITULATION OF TABLE B, containing Statistics of all Educational Institutions, particularly those relating to Superior and Second Class Schools.

No.	PROFESSORS.						PUPILS.													
	No. of Nun teachers.	No. of lay female teachers.	No. of professors in holy orders.	No. of lay professors.	Total number of teachers male and female.	No. of boys.	No. of girls.	No. of day scholars.	No. of half-boarders.	No. of boarders.	No. of Catholic pupils.	No. of Protestant pupils.	No. of pupils whose relations reside in the County in which the institution is situated.	No. of pupils whose relations reside elsewhere in Lower Canada.	No. of pupils whose relations reside in Upper Canada.	No. of pupils whose relations reside in the U. States.	No. of pupils under 16 years of age.	No. of pupils over 16 years of age.	Total number of pupils.	
1	.....	.....	18	34	72	618	.....	.....	232	295	223	251	298	84	5	.....	618	618	618
2	.....	.....	152	39	191	2027	.....	1230	1121	2051	576	1413	1104	28	32	1426	1201	2027	2027
3	.....	.....	73	25	98	2222	78	1580	189	2136	164	1988	306	2	4	1966	334	2300	2300
4	.....	.....	41	32	180	4571	1372	5630	134	3794	2149	5601	284	6	32	4613	1330	3943	3943
5	474	78	.....	1	553	100	15363	10922	1415	15270	193	14756	665	15	47	14315	1148	15463	15463
6	5	1	3	21	30	98	169	62	1	141	150	57	44	3	1	.....	207	207	207
	479	120	303	222	1124	10226	16892	19772	2398	4886	23756	3362	24013	2816	188	181	22320	4638	27168	27168

FOURTH DIVISION.—SPECIAL SCHOOLS.

No.	Name of the Institution.	Date of foundation.	By whom founded.	Composition of the Board of Administration.	Composition of the Board of Instruction.	No. of professors.	No. of pupils.
1	Deaf & Dumb Asylum at Cote St. Louis.....	1849	Rev. M. Lagorce.	Professors in direction	Priests and Clerks of St. Viateur	3	15
2	Deaf & Dumb Asylum at Montreal..	1853	Bishop Bourget...	Directing Nuns.....	Nuns of the Canadian order of Lu Providence	5	43
3	Agricultural School at Ste. Anne Lapocatière.....	1858	The College of Ste. Anne.....	The Corporation of the College.....	1 Priest and 1 Layman.....	2	8
4	School of Arts and Manufactures	1859	Board of Arts and Manufactures...	Board of Arts and Manufactures.....	Laymen	6	58
						16	124

FIFTH DIVISION.—PRIMARY SCHOOLS.

No.	SECTIONS.	No. of Schools.	No. of male and female teachers.	No. of pupils.
5	First Section. Model and Normal Schools.....	4	11	704
6	Second Section. Superior Primary Schools, or Model Schools, including Superior Schools for Girls which are not mentioned in the Fourth Section of Second Class Schools.....	239	298	15791
67	Third Section. Elementary Schools	2889	2889	134777
	Total.....	3132	3198	151272

RECAPITULATION OF THE FIVE PRINCIPAL DIVISIONS.

No.	DIVISIONS.	No. of Schools.	No. of persons forming the Board of Instruction.	No. of pupils.
8	Superior Schools.....	10	72	613
9	Second Class Schools	196	1022	29624
10	Normal Schools.....	3	30	207
11	Special Schools.....	4	16	124
12	Primary Schools.....	3132	3198	151272
	Total.....	3345	4335	180845

TABLE C,

CONTAINING the Statistics of the Catholic Schools of the Cities of Quebec and Montreal.

No. 1.

TABLE OF THE CATHOLIC SCHOOLS OF THE CITY OF QUEBEC FOR 1862.

Usefulnes of Quebec.	Christian Brothers' School.	Bon Pasteur Nuns.	Sisters of Charity, 6 classes à l'hospice.	Sisters of Charity, près-de-ville.	General Hospital.	Congregation of Notre Dame at St. Roch.	Congregation of Notre Dame at St. Saviour.	Academies and other independant schools.	Seminary of Quebec.	Laval University.	Theological School or main Seminary.	Laval Normal School, pupil teachers.	Female pupil teachers.	Model Schools in connection with Laval Normal School, boys.	Girls.	TOTAL.
287	1778	342	333	206	96	700	300	2563	371	117	42	41	53	147	150	7576

No. 2.

TABLE OF THE CATHOLIC SCHOOLS OF MONTREAL FOR 1862.

Deaf and Dumb School.	The Small Seminary of Montreal (Priests of St. Sulpice).	Students of Theology (Priests of St. Sulpice).	College of St. Mary, R. R. Jesuit Fathers.	Christian Brothers' School.	School of the Nuns of the Congregation of Notre Dame.	Orphan Boys' and Girls' School of the General Hospital (Grey Nuns).	School of the Nuns of La Providence.	"La matrisse."	Asylums (Grey Nuns).	Irish Independant Schools.	Other Schools and Academies.	Jacques Cartier Normal School.	Normal School in connection with the Jacques Cartier Normal School.	TOTAL.
45	198	50	243	3986	3227	40	435	80	530	489	1007	52	107	10489

No. 3.—Statement of the number of pupils who have attended the Schools of the Nuns of the Congregation of Notre Dame, in the City of Montreal, during the year 1861.

Villa Maria School.		Mont Ste. Marie School.						Half boarding school.				Day School of the Maison Mère.				Pupils.										
French and English.		French and English.						French and English.		French and English.		French and English.														
Superior course.	1st class.	5	12	16	18	18	18	12	12	1st class.	20	2d class.	12	3d class.	36	1st class.	43	2d class.	51	3d class.	65	4th class.	84	5th class.	84	
2nd class.	3rd class.	16	16	15	20	19	16	19	16	4th class.	20	5th class.	19	6th class.	20	7th class.	20	8th class.	27	9th class.	27					
4th class.	5th class.	15	16	18	19	20	16	19	16	10th class.	20	11th class.	19	12th class.	20	13th class.	19	14th class.	20	15th class.	20					
6th class.	7th class.	18	18	18	19	20	16	19	16	16th class.	20	17th class.	19	18th class.	20	19th class.	19	20th class.	20	21st class.	20					
8th class.	9th class.	18	18	18	19	20	16	19	16	22nd class.	20	23rd class.	19	24th class.	20	25th class.	19	26th class.	20	27th class.	20					
10th class.	11th class.	18	18	18	19	20	16	19	16	28th class.	20	29th class.	19	30th class.	20	31st class.	19	32nd class.	20	33rd class.	20					
12th class.	13th class.	18	18	18	19	20	16	19	16	34th class.	20	35th class.	19	36th class.	20	37th class.	19	38th class.	20	39th class.	20					
14th class.	15th class.	18	18	18	19	20	16	19	16	40th class.	20	41st class.	19	42nd class.	20	43rd class.	19	44th class.	20	45th class.	20					
16th class.	17th class.	18	18	18	19	20	16	19	16	46th class.	20	47th class.	19	48th class.	20	49th class.	19	50th class.	20	51st class.	20					
18th class.	19th class.	18	18	18	19	20	16	19	16	52nd class.	20	53rd class.	19	54th class.	20	55th class.	19	56th class.	20	57th class.	20					
20th class.	21st class.	18	18	18	19	20	16	19	16	58th class.	20	59th class.	19	60th class.	20	61st class.	19	62nd class.	20	63rd class.	20					
22nd class.	23rd class.	18	18	18	19	20	16	19	16	64th class.	20	65th class.	19	66th class.	20	67th class.	19	68th class.	20	69th class.	20					
24th class.	25th class.	18	18	18	19	20	16	19	16	70th class.	20	71st class.	19	72nd class.	20	73rd class.	19	74th class.	20	75th class.	20					
26th class.	27th class.	18	18	18	19	20	16	19	16	76th class.	20	77th class.	19	78th class.	20	79th class.	19	80th class.	20	81st class.	20					
28th class.	29th class.	18	18	18	19	20	16	19	16	82nd class.	20	83rd class.	19	84th class.	20	85th class.	19	86th class.	20	87th class.	20					
30th class.	31st class.	18	18	18	19	20	16	19	16	88th class.	20	89th class.	19	90th class.	20	91st class.	19	92nd class.	20	93rd class.	20					
32nd class.	33rd class.	18	18	18	19	20	16	19	16	94th class.	20	95th class.	19	96th class.	20	97th class.	19	98th class.	20	99th class.	20					
34th class.	35th class.	18	18	18	19	20	16	19	16	100th class.	20	101st class.	19	102nd class.	20	103rd class.	19	104th class.	20	105th class.	20					
36th class.	37th class.	18	18	18	19	20	16	19	16	106th class.	20	107th class.	19	108th class.	20	109th class.	19	110th class.	20	111th class.	20					
38th class.	39th class.	18	18	18	19	20	16	19	16	112th class.	20	113th class.	19	114th class.	20	115th class.	19	116th class.	20	117th class.	20					
40th class.	41st class.	18	18	18	19	20	16	19	16	118th class.	20	119th class.	19	120th class.	20	121st class.	19	122nd class.	20	123rd class.	20					
42nd class.	43rd class.	18	18	18	19	20	16	19	16	124th class.	20	125th class.	19	126th class.	20	127th class.	19	128th class.	20	129th class.	20					
44th class.	45th class.	18	18	18	19	20	16	19	16	130th class.	20	131st class.	19	132nd class.	20	133rd class.	19	134th class.	20	135th class.	20					
46th class.	47th class.	18	18	18	19	20	16	19	16	136th class.	20	137th class.	19	138th class.	20	139th class.	19	140th class.	20	141st class.	20					
48th class.	49th class.	18	18	18	19	20	16	19	16	142nd class.	20	143rd class.	19	144th class.	20	145th class.	19	146th class.	20	147th class.	20					
50th class.	51st class.	18	18	18	19	20	16	19	16	148th class.	20	149th class.	19	150th class.	20	151st class.	19	152nd class.	20	153rd class.	20					
52nd class.	53rd class.	18	18	18	19	20	16	19	16	154th class.	20	155th class.	19	156th class.	20	157th class.	19	158th class.	20	159th class.	20					
54th class.	55th class.	18	18	18	19	20	16	19	16	160th class.	20	161st class.	19	162nd class.	20	163rd class.	19	164th class.	20	165th class.	20					
56th class.	57th class.	18	18	18	19	20	16	19	16	166th class.	20	167th class.	19	168th class.	20	169th class.	19	170th class.	20	171st class.	20					
58th class.	59th class.	18	18	18	19	20	16	19	16	172nd class.	20	173rd class.	19	174th class.	20	175th class.	19	176th class.	20	177th class.	20					
60th class.	61st class.	18	18	18	19	20	16	19	16	178th class.	20	179th class.	19	180th class.	20	181st class.	19	182nd class.	20	183rd class.	20					
62nd class.	63rd class.	18	18	18	19	20	16	19	16	184th class.	20	185th class.	19	186th class.	20	187th class.	19	188th class.	20	189th class.	20					
64th class.	65th class.	18	18	18	19	20	16	19	16	190th class.	20	191st class.	19	192nd class.	20	193rd class.	19	194th class.	20	195th class.	20					
66th class.	67th class.	18	18	18	19	20	16	19	16	196th class.	20	197th class.	19	198th class.	20	199th class.	19	200th class.	20	201st class.	20					
68th class.	69th class.	18	18	18	19	20	16	19	16	202nd class.	20	203rd class.	19	204th class.	20	205th class.	19	206th class.	20	207th class.	20					
70th class.	71st class.	18	18	18	19	20	16	19	16	208th class.	20	209th class.	19	210th class.	20	211st class.	19	212nd class.	20	213th class.	20					
72nd class.	73rd class.	18	18	18	19	20	16	19	16	214th class.	20	215th class.	19	216th class.	20	217th class.	19	218th class.	20	219th class.	20					
74th class.	75th class.	18	18	18	19	20	16	19	16	220th class.	20	221st class.	19	222nd class.	20	223rd class.	19	224th class.	20	225th class.	20					
76th class.	77th class.	18	18	18	19	20	16	19	16	226th class.	20	227th class.	19	228th class.	20	229th class.	19	230th class.	20	231st class.	20					
78th class.	79th class.	18	18	18	19	20	16	19	16	232nd class.	20	233rd class.	19	234th class.	20	235th class.	19	236th class.	20	237th class.	20					
80th class.	81st class.	18	18	18	19	20	16	19	16	238th class.	20	239th class.	19	240th class.	20	241st class.	19	242nd class.	20	243rd class.	20					
82nd class.	83rd class.	18	18	18	19	20	16	19	16	244th class.	20	245th class.	19	246th class.	20	247th class.	19	248th class.	20	249th class.	20					
84th class.	85th class.	18	18	18	19	20	16	19	16	250th class.	20	251st class.	19	252nd class.	20	253rd class.	19	254th class.	20	255th class.	20					
86th class.	87th class.	18	18	18	19	20	16	19	16	256th class.	20	257th class.	19	258th class.	20	259th class.	19	260th class.	20	261st class.	20					
88th class.	89th class.	18	18	18	19	20	16	19	16	262nd class.	20	263rd class.	19	264th class.	20	265th class.	19	266th class.	20	267th class.	20					
90th class.	91st class.	18	18	18	19	20	16	19	16	268th class.	20	269th class.	19	270th class.	20	271st class.	19	272nd class.	20	273rd class.	20					
92nd class.	93rd class.	18	18	18	19	20	16	19	16	274th class.	20	275th class.	19	276th class.	20	277th class.	19	278th class.	20	279th class.	20					
94th class.	95th class.	18	18	18	19	20	16	19	16	280th class.	20	281st class.	19	282nd class.	20	283rd class.	19	284th class.	20	285th class.	20					
96th class.	97th class.	18	18	18	19	20	16	19	16	286th class.	20	287th class.	19	288th class.	20	289th class.	19	290th class.	20	291st class.	20					
98th class.	99th class.	18	18	18	19	20	16	19	16	292nd class.	20	293rd class.	19	294th class.	20	295th class.	19	296th class.	20	297th class.	20					
100th class.	101st class.	18	18	18	19	20	16	19	16	298th class.	20	299th class.	19	300th class.	20	301st class.	19	302nd class.	20	303rd class.	20					
102nd class.	103rd class.	18	18	18	19	20	16	19	16	304th class.	20	305th class.	19	306th class.	20	307th class.	19	308th class.	20	309th class.	20					
104th class.	105th class.	18	18	18	19	20	16	19	16	310th class.	20	311st class.	19	312nd class.	2											

No. 4.

Statement of the number of Pupils who attend the Schools kept by the Christian Brothers of Montreal.

St. Lawrence Suburbs.		St. Mary's Suburbs.		Recollets.		St. James.		Nazareth Street.		St. Joseph Suburbs.		Recapitulation.	
School.		School.		School.		Sch'l.		School.		School.		No. of profess....	
French and English.		French and English.		French and English.		Fren. and Eng.		English.		French.		Wards.	
1st class.	1	1st class.	1	1st class.	1	1st class.	1	1st class.	1	1st class.	1	St. Lawrence S...	1111
2d class.	1	2d class.	1	2d class.	1	2d class.	1	2d class.	1	2d class.	1	St. Mary Sub....	1229
3d class.	1	3d class.	1	3d class.	1	3d class.	1	3d class.	1	3d class.	1	Recollets Sub....	076
4th class.	1	4th class.	1	4th class.	1	4th class.	1	4th class.	1	4th class.	1	St. James Sub....	368
5th class.	1	5th class.	1	5th class.	1	5th class.	1	5th class.	1	5th class.	1	Nazareth Street..	490
6th class.	1	6th class.	1	6th class.	1	6th class.	1	6th class.	1	6th class.	1	St. Joseph Sub....	410
1st class.	79	1st class.	104	1st class.	140	1st class.	80	1st class.	80	1st class.	95	Total.....	3956
2d class.	104	2d class.	104	2d class.	140	2d class.	80	2d class.	100	2d class.	110		
3d class.	100	3d class.	126	3d class.	140	3d class.	87	3d class.	110	3d class.	120		
4th class.	100	4th class.	176	4th class.	140	4th class.	73	4th class.	110	4th class.	120		
5th class.	88	5th class.	88	5th class.	250	5th class.	87	5th class.	110	5th class.	160		
6th class.		6th class.		6th class.	250	6th class.		6th class.	110	6th class.	160		
1st class.		1st class.		1st class.	260	1st class.		1st class.	120	1st class.	160		
2d class.		2d class.		2d class.	260	2d class.		2d class.	120	2d class.	160		
3d class.		3d class.		3d class.	260	3d class.		3d class.	120	3d class.	160		
4th class.		4th class.		4th class.	260	4th class.		4th class.	120	4th class.	160		
5th class.		5th class.		5th class.	260	5th class.		5th class.	120	5th class.	160		
6th class.		6th class.		6th class.	260	6th class.		6th class.	120	6th class.	160		

TABLE D,

INDICATING the limits of each District of Inspection, giving the names of the Counties or parts of Counties therein included, the residence and salary of the Inspectors.

No.	Name of the inspector and description of his district of inspection.	His residence.	Salaries of the inspectors.
			\$ cts.
1	J. B. F. Poirchaud, Magdalen Islands.....	Magdalen Islands.....	125 00
2	Jos. Meagher, County of Bonaventure.....	Carleton.....	700 00
3	T. Tromblay, County of Gaspé.....	Grand River, Gaspé.....	600 00
4	V. Martin, County of Chicoutimi.....	Chicoutimi.....	500 00
5	G. Tanguay, Counties of Kamouraska, Rimouski, and Témiscouata.....	St. Gervais.....	875 00
6	S. Boivin, Counties of Charlevoix and Saguenay.....	St. Paul's Bay.....	500 00
7	John Hume, County of Mégantic and parts of Dorchester and Beauce.....	Leeds.....	750 00
8	F. E. Juneau, Counties of Dorchester and Lévis.....	Quebec.....	700 00
9	F. X. Béland, Counties of Beauce and Lotbinière.....	St. Julia.....	700 00
10	J. Crépault, Counties of Bellechasse, Montmagny, and l'Islet.....	St. Valier.....	750 00
11	P. M. Bardy, Counties of Quebec, Montmorency, and Portneuf, Catholic population of the City of Quebec.....	Quebec.....	1000 00
12	Rev. R. G. Pices, Protestant population of the City of Quebec.....	Quebec.....	250 00
13	P. Hubert, Counties of St. Maurice, Maskinongé, and Champlain.....	Three Rivers.....	750 00
14	G. A. Bourgeois, Counties of Drummond, Arthabaska, and the Catholic Schools of Chester, Tingwick, Kingsey, and Durham.....	St. Grégoire.....	700 00
15	B. Maurault, Counties of Nicolet and Yamaska.....	Gentilly.....	750 00
16	H. Hubbard, Counties of Stantead, Richmond, Compton, Wolfe, and the Protestant Schools of the Townships of Chester, Tingwick, Kingsey, and Durham.....	Eaton.....	500 00
17	R. Parmelee, Counties of Missisquoi, Brome, and Shefford.....	Waterloo.....	875 00
18	J. N. A. Archambault, Counties of Richelieu, Verchères, and Chambly.....	Varennnes.....	800 00
19	C. H. Leroux, Counties of Bagot, Rouville, and St. Hyacinthe.....	St. Hélène.....	800 00
20	Michel Caron, Counties of Napierville, Iberville, and St. Jean.....	St. Jean.....	700 00
21	Louis Grondin, Counties of Beauharnois, Laprairie, and Châteauguay, with the exception of the Protestant Schools of Ormstown and St. Jean Chrysostôme.....	Laprairie.....	700 00
22	John Bruce, County of Huntingdon, parts of Châteauguay and Argenteuil, and the Protestant population of the City of Montreal.....	Huntingdon.....	1000 00
23	F. X. Valade, Counties of Jacques-Cartier, Hochelaga, Vaudreuil, and Soulanges, and the Catholic population of the City of Montreal.....	Longueuil.....	1000 00
24	A. D. Dorval, Counties of l'Assomption, Berthier, Joliette, and Montcalm.....	L'Assomption.....	875 00
25	C. Germain, Counties of Laval, Terrebonne, Deux-Montagnes, and part of Argenteuil.....	St. Vincent de Paul.....	750 00
26	C. B. Rouleau, Catholic population of the Counties of Pontiac and Ottawa.....	Aylmer.....	550 00
27	W. Hamilton, Protestant population of the Counties of Pontiac and Ottawa.....	Hull.....	550 00
	Total.....		\$ 19050 00

GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners, and Trustees, and from those of Superior Educational Institutions, subsidized for the year 1861.

Table with columns for Inspection District, No. of Municipalities, No. of districts, No. of school houses, No. of schools in operation under control, No. of elementary schools, No. of pupils, No. of female superior school for boys, Number of pupils, No. of dissentient schools, No. of primary superior schools for girls, Number of pupils, Number of academies, Number of pupils, Number of colleges, Number of pupils, Number of normal schools, Number of pupils, No. of educational convalescents, Number of pupils, No. of independent schools, Number of pupils, Total number of institutions of all kinds, Total number of pupils attending all institutions of education, No. of pupils reading fluently, A, B, C, to fluently, Number of pupils reading fluently, A, B, C, to fluently, No. of pupils writing, No. of pupils learning simple arithmetic, No. of pupils learning compound arithmetic, No. of pupils learning book-keeping, No. of pupils learning on-ography, Number of pupils learning geography, No. of pupils learning English, No. of pupils learning French, No. of pupils learning tagalog, No. of pupils learning to-logy, No. of pupils learning opt-ics, No. of pupils learning literature and agriculture, Number of pupils learning mathematics, Number of pupils learning instruction, Number of pupils learning lines-drawing, Number of pupils learning vocal music, Number of pupils learning instrument music, Number of pupils learning history, No. of male teachers employed with diplomas, No. of male teachers having no diplomas, Total No. of male teachers, Number of female teachers having diplomas, Total number of female teachers, No. of male teachers receiving less than \$100, No. of male teachers receiving from \$100 to \$200, No. of male teachers receiving from \$200 to \$300, No. of male teachers receiving \$300 and upwards, Minimum of female teachers, Maximum of female teachers, No. of female teachers receiving less than \$100, No. of female teachers receiving from \$100 to \$200, No. of female teachers receiving from \$200 to \$300, No. of female teachers receiving \$300 and upwards, Minimum of female teachers, Maximum of female teachers, No. of public libraries, No. of volumes, REMARKS.

* The difference existing between the total number of male and female school teachers provided and not provided with diplomas, and the number of school teachers classed according to the salary received, is due to the difficulty of obtaining information as to the amount of salary paid to professors in colleges, to religious teachers, and the teachers of independent schools, and also because the Secretary-Treasurers, in making their reports, have omitted to give all the information asked for thereon.

GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners and Trustees, and from those of Superior Educational Institutions subsidized for the year 1861.

Table with columns for Inspection District (G. A. Bourgeois, P. Heuzar), various school metrics (No. of divisions, pupils, etc.), and Remarks. Includes a 'Total' row at the bottom.

GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners, and Trustees, and from those of Superior Educational Institutions subsidized for the year 1861.—Continued.

Table with columns for Inspection District (Ls. Grosvenor, G. H. Lenoux), No. of Municipalities, No. of divisions, No. of school houses, No. of schools in operation under central, No. of elementary schools, No. of pupils, No. of primary superior schools for boys, Number of pupils, No. of dissection schools, Number of pupils, No. of primary superior schools for girls, Number of pupils, Number of academies, Number of pupils, Number of colleges, Number of pupils, Number of normal schools, Number of pupils, No. of educational convents, Number of pupils, No. of independent schools, Number of pupils, Total number of institutions, Total number of pupils attending all institutions of education, No. of pupils teaching from 25, 50, to monthly, Number of pupils teaching monthly, Number of pupils teaching well, No. of pupils writing, No. of pupils learning simple arithmetic, No. of pupils learning compound arithmetic, No. of pupils learning book-keeping, No. of pupils learning orthography, Number of pupils learning geography, No. of pupils learning grammar (English, French), No. of pupils learning paralog, No. of pupils learning epitaphy style, No. of pupils learning law, agriculture, surveying, Number of pupils learning mathematics, Number of pupils learning measurement, Number of pupils learning linear drawing, Number of pupils learning vocal music, Number of pupils learning instrumental music, Number of pupils learning history, No. of male teachers visited with diplomas, No. of male teachers having no diplomas, Total No. of male teachers, Number of female teachers having diplomas, Number of female teachers having no diplomas, Total number of female teachers, No. of male teachers receiving less than \$100, No. of male teachers receiving from \$100 to \$200, No. of male teachers receiving more than \$200, No. of male teachers receiving \$100 and upwards, Minimum of female teachers salaries, Maximum of female teachers salaries, No. of female teachers receiving less than \$100, No. of female teachers receiving from \$100 to \$200, No. of female teachers receiving more than \$200, No. of female teachers receiving \$100 and upwards, Minimum of female teachers salaries, Maximum of female teachers salaries, No. of public libraries, No. of volumes, REMARKS.

GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners and Trustees, and from those of Superior Educational Institutions subsidized for the year 1861.—Continued.

Table with columns for 'INSPECTION DISTRICT OF', 'No. of Municipalities', 'No. of divisions', 'No. of school houses', 'No. of schools in operation under control', 'No. of elementary schools', 'Number of pupils', 'No. of primary superior schools for boys', 'Number of pupils', 'No. of dissenting schools', 'Number of pupils', 'No. of primary superior schools for girls', 'Number of pupils', 'Number of academies', 'Number of pupils', 'Number of colleges', 'Number of pupils', 'No. of normal schools', 'Number of pupils', 'Number of educational convales', 'Number of pupils', 'No. of independent schools', 'Number of pupils', 'Total number of pupils attending all institutions of education', 'No. of pupils reading from A, B, C to fluently', 'No. of pupils able to read fluently', 'No. of pupils reading with fluency', 'No. of pupils writing', 'No. of pupils learning simple arithmetic', 'No. of pupils learning compound arithmetic', 'No. of pupils learning book-keeping', 'No. of pupils learning orthography', 'No. of pupils learning geography', 'No. of pupils learning English', 'No. of pupils learning French', 'No. of pupils learning parsing', 'No. of pupils learning epistolary style', 'No. of pupils learning penmanship and agriculture', 'No. of pupils learning mathematics', 'Number of pupils learning mensuration', 'Number of pupils learning linear drawing', 'Number of pupils learning vernal music', 'Number of pupils learning instrumental music', 'Number of pupils learning history', 'No. of male teachers prepared to teach', 'No. of male teachers having no diplomas', 'Total No. of male teachers having diplomas', 'Number of female teachers having diplomas', 'Total number of female teachers', 'No. of male teachers receiving less than \$100', 'No. of male teachers receiving from \$100 to \$200', 'No. of male teachers receiving from \$200 to \$400', 'No. of male teachers receiving \$400 and upwards', 'Minimum of male teachers salaries', 'Maximum of male teachers salaries', 'No. of female teachers receiving less than \$100', 'No. of female teachers receiving from \$100 to \$200', 'No. of female teachers receiving from \$200 to \$400', 'No. of female teachers receiving \$400 and upwards', 'Minimum of female teachers salaries', 'Maximum of female teachers salaries', 'No. of public libraries', 'No. of volumes', 'REMARKS'.

We have been enabled, but with difficulty, to ascertain the salaries in this district. In many localities, the salaries given are being the mean salary, \$1.50 to 2.50 per week, with board, to female teachers, and \$12 to \$18 per month, with board, to male teachers.

GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners and Trustees, and from those of Superior Educational Institutions subsidized for the year 1861.—Continued.

Table with columns for 'INSPECTION DISTRICT OF', 'No. of divisions', 'No. of schools in operation', 'No. of pupils', 'No. of primary superior schools for boys', 'No. of primary superior schools for girls', 'Number of pupils', 'No. of normal schools', 'No. of educational convents', 'No. of independent schools', 'Total number of institutions of all kinds', 'Total number of pupils attending all institutions of education', 'No. of pupils reading from A, B, C, to vicinity', 'No. of pupils able to read fluently', 'No. of pupils reading well', 'No. of pupils writing', 'No. of pupils learning simple arithmetic', 'No. of pupils learning compound arithmetic', 'No. of pupils learning book-keeping', 'No. of pupils learning orthography', 'No. of pupils learning geography', 'No. of pupils learning English', 'No. of pupils learning French', 'No. of pupils learning parsing', 'No. of pupils learning epistolary style', 'No. of pupils learning penmanship and agriculture', 'No. of pupils learning mathematics', 'No. of pupils learning mensuration', 'Number of pupils learning linear drawing', 'Number of pupils learning vocal music', 'Number of pupils learning instrumental music', 'No. of pupils learning algebra', 'No. of male teachers provided with diploma', 'No. of male teachers having no diploma', 'Total No. of male teachers', 'Number of female teachers having diploma', 'Number of female teachers having no diploma', 'Total number of female teachers', 'No. of male teachers receiving less than \$100', 'No. of male teachers receiving from \$100 to \$200 inc.', 'No. of male teachers receiving from \$200 to \$300 inc.', 'No. of male teachers receiving from \$300 to \$400 inc.', 'No. of male teachers receiving from \$400 and upwards', 'Minimum of male teachers salaries', 'Maximum of male teachers salaries', 'No. of female teachers receiving less than \$100', 'No. of female teachers receiving from \$100 to \$150 inc.', 'No. of female teachers receiving from \$150 to \$200 inc.', 'No. of female teachers receiving from \$200 to \$250 inc.', 'No. of female teachers receiving from \$250 to \$300 inc.', 'No. of female teachers receiving from \$300 and upwards', 'Minimum of female teachers salaries', 'Maximum of female teachers salaries', 'No. of public libraries', 'No. of volumes', 'REMARKS'.

GRAND STATISTICAL TABLE, prepared from the Reports of School Inspectors, Commissioners, and Trustees; and from those of Superior Educational Institutions subsidized for the year 1861.—Continued.

Table with columns for 'INSPECTION DISTRICT OF' (listing W. Hamilton), various educational statistics (No. of municipalities, divisions, schools, pupils, etc.), and 'RECAPITULATION' (listing names like J. D. F. Painchaud, Rev. R. G. Pless, etc.).

REMARKS. Mr. Hamilton having only recently been appointed School Inspector for this District, has not been able to transmit his statistics in time. This table has been prepared as nearly correctly as possible from the Reports of the Commissioners and Trustees.

RECAPITULATION.

Summary table with columns for 'No. of municipalities', 'No. of divisions', 'No. of school houses', 'No. of schools in operation under contract', 'No. of elementary schools', 'No. of pupils', 'No. of primary superior schools for boys', 'No. of primary superior schools for girls', 'Number of pupils', 'Number of academies', 'Number of pupils', 'Number of colleges', 'Number of pupils', 'Number of normal schools', 'Number of pupils', 'No. of educational convales', 'Number of pupils', 'No. of independent schools', 'Number of pupils', 'Total number of institutions of all kinds', 'Total number of pupils at all institutions of education', 'No. of pupils reading from A, B, C, to fluently', 'Number of pupils reading fluently', 'Number of pupils reading with ease', 'No. of pupils writing', 'No. of pupils learning simple arithmetic', 'No. of pupils learning compound arithmetic', 'No. of pupils learning book keeping', 'No. of pupils learning orthography', 'Number of pupils learning geography', 'No. of pupils learning grammar', 'No. of pupils learning English', 'No. of pupils learning French', 'No. of pupils learning painting', 'No. of pupils learning telegraphy', 'No. of pupils learning literature and agriculture', 'Number of pupils learning modern languages', 'Number of pupils learning music', 'Number of pupils learning vocal music', 'Number of pupils learning book-keeping', 'Number of pupils learning history', 'No. of male teachers employed with diplomas', 'No. of male teachers having no diplomas', 'Total No. of male teachers', 'Number of female teachers having diplomas', 'Number of female teachers having no diplomas', 'Total number of female teachers', 'No. of male teachers receiving less than \$100', 'No. of male teachers receiving from \$100 to \$200', 'No. of male teachers receiving from \$200 to \$300', 'No. of male teachers receiving from \$300 to \$400', 'No. of male teachers receiving \$400 and upwards', 'Minimum of male teachers Salaries', 'Maximum of male teachers Salaries', 'No. of female teachers receiving less than \$100', 'No. of female teachers receiving from \$100 to \$200', 'No. of female teachers receiving from \$200 to \$300', 'No. of female teachers receiving from \$300 to \$400', 'No. of female teachers receiving \$400 and upwards', 'Minimum of female teachers Salaries', 'Maximum of female teachers Salaries', 'No. of public libraries', 'No. of volumes', and 'REMARKS'.

REPORT

ON THE

DISTRIBUTION OF THE GRANT

FOR SUPERIOR EDUCATION FOR 1861.

EDUCATION OFFICE,
Montreal, 20th Dec., 1861.

To the Honorable the Provincial Secretary, Quebec :

SIR,—I have the honor to submit to you my report on the distribution of the grant to Universities, Colleges, Academies, and Model Schools during the year 1861.

As the total amount of the grant has not been increased, and as the number of new institutions is continually increasing, I am compelled to recommend a reduction of 2½ per cent. on all grants above \$100.* While effecting this reduction, I prepared the annexed lists, a recapitulation of which will be found below.

Universities	\$ 5,116.01
Classical Colleges	13,768.36
Industrial Colleges	7,888.38
Academies for Boys	15,357.30
Academies for Girls	11,275.72
Model Schools	16,611.01
Total.....	\$70,016.78

The credit of the year 1860 was overdrawn by the sum of \$4171.76, through the several lists approved of for this year; the proposed reduction becomes therefore more necessary. This leaves a balance of \$6188.54 at the debit of this fund.

The following institutions, which usually received a grant, have not yet sent in their report, viz: the Model Schools of St. Roch de Quebec, and St. Roch de l'Achigan. They will thus forfeit their right to a grant this year.

The Directors of the Quebec High School have consented to a transfer of the additional grant of \$195, which had been allotted to them during previous years, to the "St. Andrew's Model School," as that institution is in more pressing want of assistance. I have recommended the carrying out of this arrangement.

The "Quebec British and Canadian School Society's School" represented to me that the institution was in a critical condition, owing to debt and the loss of half the grant to which it was entitled in 1859, and which was forfeited because its report was not sent in within the time fixed. I have been able to increase its annual grant by \$72, as this sum represents the interest, at six per cent., of the loans which the Directors have been compelled to effect in order to save their institution.

* N. B.—By order in Council, the reduction of 2½ per cent. has been extended to grants of \$100 and under.

The Academy for Girls at River Ouelle, one of the oldest in the country, which had never asked for a grant previous to the erection of a new building, appeared to me to deserve at least an increase of \$50 to its grant, both on account of the efforts of the parishioners and the relative importance of the institution. I therefore placed this Academy on the list as entitled to the sum of \$191.35. After sanctioning the increase in these two cases, the grants were then subjected to the general reduction of 2½ per cent.

Mr. Parmelee, School Inspector, reported to me that the Academics of Phillipsburg and Sutton were only in operation during one-half the year; and, in consequence, I can only recommend a grant of one-half of the usual amount. Mr. Parmelee further suggests that the present grant to the following institutions be withdrawn, viz: the Academics of Sutton and Adamsville, and the Model School of West Brome. This would render it practicable to increase the grant to other institutions in that part of the country which are both in better condition and situated in more advantageous localities. I could scarcely take upon myself to deprive these three institutions of the subsidy in a summary manner, particularly as their expenditure for the current year had been based upon the usual grant; but I instructed the Inspector to furnish me with the details upon which he based his opinion of the inefficiency of these schools, and I shall give notice of it to the Directors, informing them, at the same time, that it is my intention to recommend the withdrawal of their grant next year, unless a favorable change is effected in their management. The Academy of Coaticook, in Mr. Hubbard's District, seems to be in a similar position, and it is my intention to send a similar notice to its Directors.

The only new institutions added to the list this year are the following Model Schools: Girls School, St. Jean-Port-Joli; Cap-Rouge; St. Edouard de Témiscouata; Chateau-Richer; Lotbinière, Rivière Ouelle, St. Narcisse, St. Paschal, Ste. Famille, Ste. Foye, St. Stanislas, Leeds, Mascouche, Ecureuils, St. Jean Chrysostôme, No. 2, Rivière-des-Prairies, St. Louis de Gonzague, St. Léon, St. Aimé, St. Patrick's School, Montreal, St. John Suburbs School at Quebec, St. Régis Indian School.

I have the honor to be, Sir,

Your obedient servant,

P. J. O. CHAUVEAU,
Superintendent of Education.

TABLE of the Distribution of the Grant for Superior Education for the year 1861, in virtue of the Act 18 Vic., chap. 54.

LIST No. 1.—UNIVERSITIES.

Name of the Institution.	Number of pupils.	Total grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
McGill College.....	233	1000	0	0	700	0	0	2730	00	2661	75	2661	75	2591	21
To the same, for one year's salary to the Secretary of the Royal Institution, and the messenger and for casual expenses.....	.....	167	15	4	167	15	4	671	07	671	07	671	07	671	07
Bishop's College.....	92	450	0	0	450	0	0	1950	00	1901	25	1901	25	1853	73
Total.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5116	01

LIST No. 2. — CLASSICAL COLLEGES.

Name of the Institution.	Number of pupils.	Total grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
Nicolet	234	580	0	0	500	0	0	1950	00	1901	25	1901	25	1853	73
St. Hyacinthe.....	231	900	0	0	500	0	0	1950	00	1901	25	1901	25	1853	73
St. Thérèse.....	185	520	0	0	500	0	0	1560	00	1521	00	1521	00	1482	98
St. Anne Lapocatière.....	242	865	0	0	500	0	0	1950	00	1901	25	1901	25	1853	73
L'Assomption.....	180	520	0	0	400	0	0	1560	00	1521	00	1521	00	1482	98
St. Marie (Montreal)	243	600	0	0	400	0	0	1560	00	1521	00	1521	00	1482	98
High School of McGill College.....	299	282	0	0	282	0	0	1128	00	1128	00	1128	00	1128	00
High School of Quebec, for the instruction of 30 pupils appointed by the Government.....	135	282	0	0	282	0	0	1128	00	1128	00	1128	00	1128	00
St. Francis, Richmond.....	87	300	0	0	300	0	0	1170	00	1140	75	1140	75	1112	23
Three Rivers	101													390	00
Total														13768	36

LIST No. 3. — INDUSTRIAL COLLEGES.

Name of the Institution.	Number of pupils.	Total grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
Joliette	346	250	0	0	250	0	0	975	00	950	63	950	63	926	87
Masson	272	310	0	0	250	0	0	975	00	950	63	950	63	926	87
Notre-Dame de Lévis.....	145	370	0	0	250	0	0	975	00	950	63	950	63	926	87
St. Michel.....	142	310	0	0	250	0	0	975	00	950	63	950	63	926	87
Laval	100	160	0	0	100	0	0	390	00	380	25	380	25	370	75
Rigaud	110	290	0	0	250	0	0	975	00	950	63	950	63	926	87
St. Marie de Monnoir.....	180	140	0	0	100	0	0	390	00	380	25	480	25	468	25
St. Marie de Beauce	90	180	0	0	100	0	0	390	00	380	25	380	25	370	75
Rimouski	82	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Lachute	173	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Verchères	171	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Varennnes	110	75	0	0	75	0	0	292	50	285	19	285	19	278	06
Sherbrooke.....	54	75	0	0	75	0	0	292	50	285	19	285	19	278	06
Longueuil	325	40	0	0	75	0	0	292	50	285	29	385	29	375	91
Total														7938	38

LIST No. 5.—Academies for Girls.—Continued.

Name of the Institution.	Number of pupils.	Annual grant for 1866.			Annual grant for 1867.			Annual grant for 1868.		Annual grant for 1869.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
<i>Brought over</i>															
St. Hilaire.....	83	25	0	0	25	0	0	100	00	100	00	100	00	97	50
St. Hugues.....	80	127	10	0	90	0	0	351	00	342	23	342	23	333	68
St. Hyacinthe, Sisters of Charity.....	190	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Hyacinthe, Sisters of the Presentation.....	259	40	0	0	40	0	0	156	00	152	10	152	10	148	30
L'Islet.....	65	40	0	0	40	0	0	156	00	152	10	152	10	148	30
Ile-Verte.....	130							195	00	150	00	150	00	146	25
St. John Dorchester.....	404	45	0	0	87	10	0	263	25	256	67	256	67	250	28
St. Jacques l'Achigan.....	145	40	0	0	60	0	0	234	00	228	15	228	15	222	46
St. Joseph de Lévis.....	261	147	10	0	90	0	0	351	00	342	23	342	23	333	68
Kacouna.....	60							195	00	190	13	190	13	185	38
Kamouraska.....	121	45	0	0	45	0	0	175	50	171	12	171	12	166	55
Laprairie.....	118	45	0	0	25	0	0	100	00	100	00	100	00	97	50
Longueuil.....	340	147	10	0	98	0	0	351	00	342	23	342	23	333	68
St. Lin.....	170	25	0	0	25	0	0	100	00	100	00	100	00	97	50
St. Laurent.....	150	40	0	0	60	0	0	234	00	228	15	228	15	222	46
Longue-Pointe.....	62	45	0	0	45	0	0	175	50	171	12	171	12	166	55
Montreal, board of 12 deaf and dumb females.....		120	0	0	120	0	0	468	00	480	00	480	00	468	00
Ste. Marie de Monnoir.....	140	53	0	0	45	0	0	175	50	171	12	171	12	166	55
Ste. Marie de Beauce.....	105	80	0	0	50	0	0	195	00	190	13	190	13	185	38
St. Martin, Laval.....	83							100	00	100	00	100	00	97	50
St. Michel de Bellechasse.....	75	67	10	0	67	10	0	263	25	256	67	256	67	250	28
St. Nicolas.....	34				25	0	0	100	00	100	00	100	00	97	50
St. Paul de l'Industrie.....	55	25	0	0	25	0	0	100	00	100	00	100	00	97	50
Pointe-Claire.....	58	25	0	0	25	0	0	100	00	100	00	100	00	97	50
Pointe-aux-Trembles.....	113				60	0	0	234	00	228	15	228	15	222	46
Pointe-aux-Trembles, Portn'f.....	100				60	0	0	228	00	228	15	228	15	222	46
Rivière-Ouelle.....	88				25	0	0	100	00	146	25	146	25	191	35
Rimouski.....	88	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Ste. Scholastique.....	150	30	0	0	30	0	9	117	00	114	08	114	08	111	23
Sherbrooke.....	155				90	0	0	351	00	342	23	342	23	333	69
Sorel.....	333	45	0	0	60	0	0	228	00	228	15	228	15	222	46
Ste. Thérèse.....	128	25	0	0	25	0	0	100	00	100	00	100	00	97	50
St. Thomas de Pierreville.....	69	45	0	0	45	0	0	175	50	171	12	171	12	166	55
St. Timothée.....	150	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Thomas de Montmagny.....	200	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Varenes.....	75	40	0	0	40	0	0	156	00	191	00	191	00	186	23
Yamachiche.....	127	45	0	0	45	0	0	175	50	171	12	171	12	166	55
St. Benoit, Youville.....	76	45	0	0	45	0	0	175	50	171	12	171	12	166	55
Waterloo.....	46				25	0	0	100	00	100	00	100	00	97	50
Three Rivers.....	237				67	10	0	263	25	256	67	256	67	250	28
Ste. Famille.....	71	45	0	0	45	0	0			219	85	219	85	214	35
Terrebonne.....	152	25	0	0	25	0	0	100	00	100	00	100	00	97	50
Trois Pistoles, No. 1.....	63									150	00	150	00	146	25
Vaudreuil.....	85				25	0	0	100	00	100	00	100	00	97	50
Total														11225	72

LIST No. 6.—MODEL SCHOOLS.

Name of the Institution.	Number of pupils.	Annual grant for 1857.		Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s. d.	£	cts.	£	cts.	£	cts.	£	cts.
St. Andrew's School, Quebec.....	84	100	0 0	300	00	350	25	380	25	560	88
British and Canadian School Society, Montreal.....	100	200	0 0	750	00	760	50	760	50	741	49
Colonial Church and School Society, Sherbrooke.....	125	50	0 0	195	00	190	13	190	13	185	38
British and Canadian School Society, Quebec.....	106	200	0 0	750	00	390	00	760	50	811	69
National School, Quebec.....	150	111	2 3	433	33	422	50	422	50	411	94
Point St. Charles, Montreal.....	125							281	26	274	23
Educational Society, Quebec.....	634	280	0 0	1092	00	1064	70	1064	70	1038	09
do do Three Rivers.....	290	125	0 0	375	00	572	92	572	92	558	70
Free School in conn. with the American Presb. Sch. Society, Montreal.....	109			390	00	380	25	380	25	370	75
Colonial Church and School Society, Montreal.....	1152	200	0 0	780	00	760	50	760	50	741	49
Lorette, Girls' School.....	37	10	0 0	146	25	142	60	142	60	139	05
do Boys' do.....	37	10	0 0	146	25	142	60	142	60	139	05
Stanford.....	45	15	0 0	60	00	60	00	60	00	58	50
St. François, Indian School.....	30	50	0 0	195	00	190	13	190	13	185	38
Quebec, Upper Town, Infant School.....	55	11	0 0	216	45	211	04	211	04	205	77
Quebec, Lower Town, Infant School.....	70	50	0 0	195	00	190	13	190	13	185	38
St. Jacques, Montreal.....	791	250	0 0	975	00	950	63	950	63	926	87
The Catholic Commissioners of Quebec, for their Model Schools.....	351	100	0 0	390	00	380	25	380	25	370	75
Deschambeault.....	97	45	0 0	175	50	171	12	171	12	166	85
St. Constant.....	110	33	15 0	131	62	128	33	128	33	125	11
St. Jacques le Mineur.....	130	33	15 0	131	62	128	33	128	33	125	11
Pointe-Claire.....	40	45	0 0	175	50	171	12	171	12	166	85
Lachine.....	154	20	0 0	80	00	80	00	80	00	78	00
Côte-des-Neiges.....	62	20	0 0	80	00	80	00	80	00	78	00
St. Antoine de Tilly.....	35	20	0 0	80	00	80	00	80	00	78	00
St. Edouard de Napierville.....	98	20	0 0	80	00	80	00	80	00	78	00
Ste. Philomene.....	66	20	0 0	80	00	80	00	80	00	78	00
St. François-du-Lac.....	96	20	0 0	80	00	80	00	80	00	78	00
Laprairie.....	92	20	0 0	80	00	80	00	80	00	78	00
Roxton.....	57	20	0 0	80	00	80	00	150	00	146	25
Lacolle.....	66	20	0 0	80	00	80	00	80	00	78	00
Côteau St. Louis.....	54	20	0 0	80	00	80	00	80	00	78	00
Rivière-du-Loup.....	80	20	0 0	80	00	80	00	80	00	78	00
Ste. Anne-de-Lapérade.....	121	20	0 0	80	00	80	00	80	00	78	00
St. Romuald de Lévis.....	120	20	0 0	80	00	80	00	80	00	78	00
St. Charles, St. Hyacinthe.....	120	20	0 0	80	00	80	00	83	00	78	00
St. Grégoire.....	65	20	0 0	80	00	80	00	80	00	78	00
St. Henri, Hochelaga.....	90	20	0 0	80	00	80	00	80	00	78	00
Beaumont.....	45	20	0 0	80	00	80	00	80	00	78	00
Magog.....	63	20	0 0	80	00	80	00	80	00	78	00
West Brome.....	49	20	0 0	80	00	80	00	80	00	78	00
St. André, Kamouraska.....	63					80	00	80	00	78	00
Ste. Anne-des-Plaines.....	85					80	00	80	00	78	00
St. Césaire.....	149					80	00	80	00	78	00
St. Joachim des Deux-Montagnes.....	88					80	00	80	00	78	00
Boucherville.....	107					80	00	80	00	78	00
Lachine, diss.....	72					80	00	80	00	78	00
Malbaie.....	62					80	00	80	00	78	00
St. Hermas.....	106					80	00	80	00	78	00
Ste. Rose.....	55					80	00	80	00	78	00
St. Denis, Kamouraska.....	118					80	00	80	00	78	00
St. Hyacinthe.....	97					80	00	80	00	78	00

LIST No. 6.—MODEL SCHOOLS.—Continued.

Name of the Institution.	Number of Pupils.	Annual Grant for 1867.			Annual Grant for 1868.		Annual Grant for 1869.		Annual Grant for 1860.		Annual Grant for 1861.	
		\$	s.	d.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
Château-Richer	51										78	00
Lotbinière	106										78	00
Rivière-Ouelle	36										78	00
St. Narcisse	69										78	00
St. Paschal	124										78	00
St. Famille, Island of Orleans	50										78	00
St. Foye	90										78	00
St. Stanislas	70										78	00
Leeds	51										78	00
St. Henri de Mascouche	77										58	50
Ecureuils	116										58	50
St. Jean Chrysostôme, No. 2	130										58	50
Rivière-des-Prairies	30										58	50
St. Louis de Gonzague	133										58	50
St. Léon	81										78	00
St. Aimé	130											
St. Patrick's Catholic School at Point St. Charles, Montreal	60										78	00
St. John Suburb, Quebec	89										78	00
St. Régis, (Indian School)												
Total											16407	41

TABLE of the distribution of the Supplementary Aid to poor Municipalities, for 1861.—Continued.

COUNTIES.	Municipalities.	Reasons for granting Supplementary Aid, and for establishing amount granted to each Municipality.	Ordinary annual grant.		Amount of assessment collected.		Supplementary aid prayed for.		Supplementary aid accorded.	
			\$	cts.	\$	cts.	\$	cts.	\$	cts.
Joliette	St. Jean de Matha	Poor, has repaired two school-houses	92	35	192	00	60	00	30	00
do	St. Ambroise, diss.	Few in number	34	40	88	00	34	00	20	00
Kamouraska	St. Heloise	Poor, has built a school-house, maintains 5 schools.	148	83	210	00	83	00	34	00
do	St. Alexandre	Maintains 9 schools	159	50	260	00	100	00	34	00
Lotbinière	St. Agathe	Poor, is about to increase the number of its schools.	72	86	98	60	40	00	30	00
do	St. Gilles	do maintains two schools.	147	58	147	00	40	00	30	00
do	St. Flavien	do maintains three schools, has built a house, \$120.	79	25	218	98	60	00	34	00
Levis	St. Lambert	do maintains 5 schools.	125	65	140	00	40	00	34	00
Montmagny	Berthier	Maintains 3 schools and is at present burdened with other assessments	169	95	286	15	80	00	30	00
do	Isle aux Grues	Maintains two schools	84	76	93	00	60	00	30	00
Mégantic	St. Sophie	Poor, maintains 7 schools	169	05	282	80	60	00	34	00
do	St. Ferdinand	do do 8 schools and makes great sacrifices.	233	40	785	61	80	00	34	00
do	St. Julie	do do 3 do do	119	63	230	00	50	00	34	00
Montmorency	Laval	Very poor	55	78	90	00	50	00	30	00
do	Chertsey	New and very poor	57	36	136	00	50	00	34	00
Montcalm	New and poor	New and poor, maintains 5 schools	100	06	200	00	80	00	34	00
Maskinongé	St. Didace	do do	110	06	188	60	80	00	34	00
do	St. Paulin	do do	153	63	252	00	80	00	34	00
Nicolet	St. Gertrude	Maintains four schools, is building a school-house, \$400.	56	25	92	00	40	00	30	00
do	St. Fabien	Small population and poor	100	91	244	00	120	00	34	00
Ottawa	Earley	Poor, population scattered over a large extent	152	00	280	00	120	00	34	00
do	Buckingham	Population scattered over a large extent, maintains 5 schools	109	11	406	00	80	00	34	00
Portneuf	Calumet	Poor	32	45	100	00	80	00	34	00
do	Méfis	Small population and poor, maintains 2 schools	137	92	352	00	40	00	34	00
Rimouski	St. Simon	Maintains 5 schools, is building a house, \$160.	97	33	119	10	40	00	34	00
do	St. Anaclet	New and poor	166	20	380	00	80	00	34	00
do	Matane	Maintains 5 good schools	101	25	351	02	50	00	34	00
do	St. Octave	New and poor, maintains 3 schools, is building a house, \$132.	137	58	251	30	40	00	34	00
do	St. Felix	Small population and poor, maintains four schools.	162	55	305	00	100	00	30	00
Richelieu	St. Marcel	New, population considerably increased	79	80	450	00	80	00	34	00
do	St. Georges	Maintains 8 schools with great zeal	204	38	345	00	120	00	34	00
Richmond	Anges Gardien	A great part of its population is poor	15	00	40	00	40	00	20	00
do	Abbottsford	Small and scattered population, is building a house, \$700.								
do	Cleveland, diss.									

Richmond	Barford	Small population, is zealous, is building two houses, \$606	80	93	100	00	50	00	34	00
do	St. George de Wind	New and poor, maintains 4 schools, has built two houses, \$230.	82	30	304	00	40	00	34	00
Saguenay	Beaconsfield	New and poor, has repaired a school-house, \$64.	99	41	100	00	80	00	34	00
do	Tadoussac	do do	74	81	256	00	80	00	30	00
do	Baie Verte, Three Rivers	Poor and maintains 2 schools	112	25	276	00	60	00	34	00
St. Maurice	St. Séverin	do do 4 schools	138	41	74	00	40	00	20	00
do	St. Séverin	do do	27	00	103	00	20	00	34	00
Stanstead	Hadley, diss.	New in number and poor	78	55	120	00	20	00	34	00
do	St. Adèle	New and poor	98	96	236	00	50	00	34	00
Terrbonne	St. Adèle	do do maintains 3 schools and is about to establish a fourth	125	37	120	00	50	00	34	00
do	Abercrombie	do do	58	00	224	70	80	00	34	00
Témiscouata	St. Antonin	do do	131	21	100	00	120	00	34	00
do	St. Modeste	do do maintains 4 schools	92	45	368	00	100	00	34	00
do	N. D. du Portage	do do is going to build 3 houses	57	86	320	00	40	00	34	00
do	St. Camille	do do								
Wolfe	Watton	do do								
do	do	do do								
do	Weedon	do do								
do	do	Total							\$4000	00

List of Pensions accorded for 1861 to retired Teachers.

	\$ cts.		\$ cts.
Adèle Bouchard	35 00	Isidore Manseau	24 00
P. Boucher	31 50	Anna Recco	15 00
J. Beers	22 50	Elizabeth Gagné	27 00
Alexis Bouchard	19 50	Hedwige Dupont	27 00
Jos. Belleau	27 53	Julie Bonenfant, widow Daston	6 00
Dlle. J. B. Blanchard	27 00	Marguerite Young	12 00
Ls. Bolduc	22 50	Flora Pelletier	21 00
H. P. Bernard	12 00	Adèle Rivard	15 00
Dame M. Lse. Bérubé	19 50	Thersile Pothier	12 00
Miss E. Brown	26 11	André Gagnon	18 00
Dlle. Gen. Plessis Bélaire	25 75	J. G. Pacaud	30 00
Andrew Clarke	25 50	Marguerite Dupuy	18 00
Dlle. Esther Clément	22 50	Reino Beaubien	9 00
Arch. Campbell	12 00	Wm. Holtby	9 00
Dame C. Chèvrefeils	12 00	Mlle. H. E. Roy	9 00
E. Dillon	21 00	Caroline Rankin	30 00
Marguerite Dorion	27 53	Dlle. A. Butler	30 00
Robt. Dupont	30 00	Dlle. Zoé Lalonde	30 00
Dame Geneviève Fluctte	27 12	Maurice Racicot	30 00
Dlle. Julie Fournier	27 53	Dlle. M. Fournier	30 00
P. J. Gabion	13 86	John Hughes	30 00
Miss A. Gilman	27 00	F. Renaud	27 00
P. Guay	15 00	Dlle. M. Casault	30 00
John Halpin	15 00	Dlle. F. Sénéchal	30 00
J. B. Langlade	22 11	Elizabeth Paquet	30 00
Dame E. Landry	25 86	Jos. Gagnon	30 00
L. Lacasse	12 00	Adam Ross	18 00
J. B. Leclair	17 15	Claire Walters	12 00
P. J. Mathon	13 50	Marie Lamontagne	21 00
F. H. Morris	25 50	Eliza Robin	30 00
L. DeMontigny	12 00	John McMannus	30 00
L. T. St. Michel	26 00	Ls. Boucher	24 00
Dlle. J. Malherbes	28 00	Dlle. M. Sénéchal	30 00
Dlle. C. Michaud	25 35	Dlle. Ursule Bouffard	35 00
Mrs. Clarke	25 24	Virginie Buteau	35 00
Jos. R. Maigrette	18 00	Emilie Blais	14 00
Dlle. V. Pêlerin	25 75	Wm. Colgan	35 00
Dlle. O. Richard	27 50	Chas. Dolbigny	35 00
E. Soucy	13 50	Louise Demers	35 00
L. de Tonnancour	13 86	Clémence Fréreau	35 00
J. L. Wolfe	24 00	Simon Jude Leblanc	35 00
Josephite Proulx	25 35	Ed. Lajeunesse	23 00
Geo. Gray	27 00	Hannah Mitchell	35 00
Dlle. C. Badaux	13 50	Walter McViear	35 00
John Caffery	12 00	F. X. Montmarquet	35 00
Ol. Aubry	28 50	Rob. Morrow	35 00
Dame Vict. Denault	9 00	Mathew O'Meara	26 00
Dame Z. Labrie Desrochers	28 50	Angélique Poitras, Dame C. Dion	35 00
Joseph Bussière	27 00	Cécile Pasteur, Dame Montmarquet	35 00
L. M. Bertrand	27 00	Emile Robitaille	35 00
P. Bouchard	27 00	Pierre Bouleau	35 00
Wm. Cunningham	27 00	Césaire Richard	35 00
Marie Anne Courteau	9 00	Alexis Soulard	35 00
Dlle Denise Dégagné	21 00	A. H. Beauchemin	23 00
James Duffy	9 00	Marie Carpentier	20 00
J. B. Fortin	9 00	L. Desaulniers	32 00
H. Guyon	27 00	P. Aug. Drolet	35 00
Marie Anne Greensel	25 50	L. Aug. Desrochers	35 00
J. B. Goudreault	27 00	Mathilde Dupéré	38 00
F. Journaux	18 00	Henry Dawson	29 00
E. Lortie	24 00	Hélène Létourneau	29 00
Lydia McElkins	21 00	Lse. Liévain	35 00
John Martin	25 50	Eléonore Létourneau	35 00
F. Maindelle	18 00	Catherine Lamb	35 00
Marie Anne Pinard	27 00	Mélanie Michaud	20 00
J. B. Phillinger	27 00	Jos. Mathon	35 00
Henriette Rhéaume	18 00	R. P. O'Donnell	35 00
Henriette Ste. Marie	18 00	Appoline Proulx	29 00
Marie Louise Girouard	27 00	C. H. Paquin	38 00
Geneviève Dupont	9 00	James Ryan	32 00
F. X. Allard	27 00	Thos. Strong	29 00
Daniel Walters	18 00	Adélaïde Thalon	38 00
Demerise Raymond	15 00	Marie Anne Thibault	38 00

List of pensions accorded for 1861, &c.—(Continued.)

	\$ cts.		\$ cts.
Dame veuve Decelles	21 00	Victoire Bérubé	15 00
Wm. Millar.....	35 00	Pierre Brisset	15 00
Peter Scannell.....	35 00	J. B. E. Chamberland.....	39 00
Lucile Toussaint.....	35 00	Antoine Z. Goin.....	15 00
Germain Tremblay	35 00	Pierre Bélanger	15 00
Dame veuve Thibault.....	26 00	Jeremiah O'Shea	39 00
Louis Pantaleon Resch.....	38 00	Rodolphe Puize	15 00
Wm. Wilson.....	47 00	Thos. McLaughlin.....	39 00
Jeffery O'Donohoe.....	27 00		
Henriette Ansbrow Ennis.....	15 00	Total.....	4138 10
Jean Marie Annet.....	15 00		

STATEMENT of the expense of printing the Journals of Education for the year 1861.

1861			\$	cts.	\$	cts.
		Balance	974	20		
January	2.....	Eusèbe Sénécal (French Journal).....	186	00		
do	10.....	do English do.....	117	00		
do	22.....	Beauchemin & Payette do ..	86	80		
February	1.....	Eusèbe Sénécal (French Journal).....	217	00		
do	13.....	do English do.....	117	00		
do	25.....	Warrant 425			1800	
March	1.....	Eusèbe Sénécal (French Journal).....	155	00		
do	13.....	do English do.....	86	00		
do	21.....	do French do.....	124	00		
April	4.....	do English do.....	78	00		
do	18.....	do French do.....	124	00		
do	26.....	do do do.....	60	00		
May	1.....	do English do.....	78	00		
do	31.....	do French do.....	124	00		
June	12.....	do English do.....	78	00		
do	22.....	do French do.....	124	00		
July	6.....	do English do.....	78	00		
do	16.....	Beauchemin & Payette (binding)	79	30		
do	24.....	B. Dawson & Son (Books and Reviews	24	15		
do	do.....	Eusèbe Sénécal (French Journal with suppl.)	186	00		
August	17.....	do English do.....	78	00		
September	5.....	do French do.....	181	00		
do	13.....	do do do.....	62	00		
do	25.....	Bossange & Son, (Journals and Reviews)	62	63		
do	28.....	Eusèbe Sénécal (English Journal).....	117	00		
October	11.....	do French do.....	124	00		
do	26.....	do English do.....	97	50		
November	28.....	do French do.....	124	00		
do	do.....	J. H. Walker, engraver	7	00		
December	5.....	Eusèbe Sénécal (English Journal).....	78	00		
do	17.....	do French do.....	186	00		
do	31.....	table of contents and cover ..				
		Amount of subscription moneys deposited in the Bank of U. C.			494	60
		Balance due.....			1918	98
			4273	58	4273	58

STATEMENT of the Receipts and Expenditure of the Normal Schools, for the year 1861.

NORMAL SCHOOLS.		\$	cts.	\$	cts.
JACQUES CARTIER.					
<i>Balance brought forward</i>				3180	92
Government grant.....				8936	00
Pupils' fees.....				902	16
Expenses.....		10833	74		
Balance in hand, 31st December, 1861.....		2185	34		
		13019	08		
				13019	08
MCGILL.					
<i>Balance brought forward</i>				1346	64
Government grant.....				8532	00
Pupils' fees.....				2103	89
Expenses.....		10084	69		
Balance in hand, 31st December, 1861.....		1897	84		
		11982	53		
				11982	53
LAVAL.					
<i>Amount of deficit</i>		691	27		
Expenses.....		12586	90		
Government grant.....				8532	00
Pupils' fees.....				2159	67
Amount of deficit on 31st December, 1861.....				2586	50
		13278	17		
				13278	17

EXTRACTS

FROM THE

REPORTS OF THE SCHOOL INSPECTORS,

FOR THE YEAR 1861.

EXTRACT FROM THE REPORT OF MR. INSPECTOR PAINCHAUD.

MAGDALEN ISLANDS

The schools work well where they are in operation; the evil in this remote locality is the difficulty of procuring teachers who are competent and who hold diplomas.

The Secretary-Treasurer, Alexandre Cormier, Esquire, has given the security required by law.

The division of this School Municipality into two is a great benefit, and one of which I cannot but approve. Before this division was effected, it was difficult and often impossible to bring the Commissioners together when it was necessary, on account of the bad state of the roads, the distance, &c.

I give a succinct statement respecting each school in these Islands.

1. *Aubert*. This school is taught by Mr. Briand, who has no diploma, but who is tolerably successful in the execution of his duties. This school is attended by 50 pupils.

2. *Bassin*. There is, in this section, a school kept by a Mr. Morin, a Frenchman. Under this teacher, who is competent, the 50 pupils attending the school do not make the progress which I expected. Mr. Morin thinks too much of singing and too little of arithmetic. My recommendations on this subject have produced no effect.

3. *Anse-à-la-Cabane*. This section has a school which is pretty well kept by a Mr. Dupreuil, a Frenchman, and which is attended by 49 children, who have made tolerable progress. The ratepayers have given proof of their zeal; they have bought a school-house, and have paid the purchase money.

4. *Etang-du-Nord*. There is no school in this section. We have here indifference and even ill-will. There is no hope of a school being established here soon.

5. *Cap-aux-Meules*. There is a school here taught by Mr. Borne. The progress is unsatisfactory, owing partly to the irregularity with which the school is attended. The ratepayers in this section are poor.

6. *Havre-aux-Maisons*. Mr. Catellier keeps a good school in this section; it is attended by 60 children. Mr. Catellier is the only teacher in my district who holds a diploma, and it is greatly to be wished that the other schools in the islands were as skilfully managed as his, and that the progress made was as satisfactory.

The great obstacle to progress here is the fact that parents require the assistance of their children during the fishing season, of which they must necessarily take advantage, as otherwise they would certainly be exposed to utter misery. This obstacle will not be so great when the benefits of education are better understood, for on this point several of the ratepayers hold fallacious opinions. To remedy this evil as far as lay in my power, I have always given the highest prize to the pupil who has been most regular in his attendance at school. These prizes do great good everywhere.

EXTRACT FROM THE REPORT OF MR. INSPECTOR BÉCHARD.

DISTRICT OF GASPÉ.

I have the honor to submit to you my report upon the state of the schools in the County of Gaspé for the year 1861.

There has been progress this year as compared with preceding years, which will be shown by the following summary:

Number of municipalities in 1859, 12; in 1860, 17; and in the present year, 18; increase, 6.

School houses in 1859, 21; same number in 1860, and one more this year.

Schools under control: 18 in 1859; 19 in 1860; and 21 in 1861; increase, 3.

There were only 456 pupils attending the schools in 1859; in the following year there were 731, and in the present year 905, so that in two years the number of pupils has been doubled, less seven.

There has also been progress in the matter taught.

The finances show a still greater increase. The amount paid by the ratepayers in 1859 was \$1134 73; in 1860, \$1495; and this year \$3476: an increase of \$2342 in two years.

As I stated last year, a new era seems to have dawned upon this remote corner of the country, and before ten years have passed it is to be hoped that there will be in Gaspé nothing to be desired in the matter of elementary schools, as compared with those of the parishes of Quebec and Montreal. To favor this result, I recommend none but competent teachers, and especially those who have been instructed at the Normal Schools. Already several have been in my district for some years; every year two or three come to increase the number. I make every exertion to help and favor them in every possible way, and to cause them to forget that hundreds of miles intervene between them and their native parishes. I should add that these teachers have been most favorably received by the Reverend Curés and the ratepayers generally. This, I hope, will induce others to come; they will not find here the fine country which lies along the Upper St. Lawrence, but they will find a hospitable population, strict in morals and generous in heart.

The chief obstacle, which threatened to close all the schools,—the opposition to assessment—daily diminishes, thanks to the suits instituted against the opponents, which have fortunately been successful.

The other obstacles are the same as those mentioned in my first report.

The following is a summary review of the municipalities in this inspection district.

1. *Newport*. The only school here is kept by Mr. Adolphe Magnan, a pupil-teacher of the Jacques Cartier Normal School. This young teacher is able, and the pupils have made rapid progress under him. Thanks to Mr. Hamon, the chairman, the school affairs are better managed than formerly. The ratepayers are poor, but pay their assessment willingly, nevertheless. Total number of pupils, 62.

2. *Pabos*. This municipality has two schools. That at Grand Pabos is still under the able direction of Mr. J. Foucault, a pupil of the Jacques Cartier Normal School. His school is one of the best in all Gaspé.

The other school is taught by Mr. Louis Ruel, who holds an elementary school diploma. There has been very little progress made, consequent in part upon the irregularity with which the school is attended.

The financial affairs are well managed by the Secretary-Treasurer, Mr. Rémon.

3. *Grande Rivière*. There are two schools in this parish. That situated on the east side of the river is still conducted by Mr. Leandre Dagneault, an able and energetic teacher, whose pupils have made satisfactory progress.

Until the month of July the school on the west side of the river was taught by Mr. Thomas Tremblay. By his retirement this section loses a very competent and zealous teacher, who has rendered important services during the six years he has been engaged in teaching here. He has been lately replaced by Mr. Clovis Desforges, a pupil of the Jacques Cartier Normal School.

I have nothing but praise to bestow upon the Commissioners; and particularly their Chairman, the Reverend L. Desjardins, for the regular and able manner in which the

affairs of the corporation are conducted. The assessments are paid with great punctuality, and the accounts are well kept.

4. *Percé*. There has been progress in this place, where the opposition to the assessment was so bitter. The Commissioners, regardless of menaces, remained firm and were not afraid to sue those ratepayers who from obstinacy refused to pay. The Chairman, the Reverend E. Guilmet, more particularly did not hesitate, in the most difficult circumstances, to do his duty fearlessly.

The village school, conducted by Mr. Trefflé Coté, a pupil of the Laval Normal School, has produced good results. With regard to those at Irishtown, Cap Désespoir and Petite Rivière, it would be better to close them. Two other schools have been opened lately; one at Anse-à-beau-fils, and the other at Cap Blanc, both taught by female teachers.

There is not enough system in the way in which the Secretary keeps the accounts.

5. *Isle Bonaventure*. There is a school on this island; it is kept by a female teacher who has no diploma, and whose pupils have made tolerable progress. The ratepayers and the Commissioners do very little to favor the instruction of their children, and are besides opposed to the imposition of the rates.

6. *Malbaie*. In consequence of the opposition to the levying of the rates, all the schools in this municipality are closed; without them, schools cannot be established upon a permanent basis, especially with such a population as there is here.

7. *St. George de la Malbaie*. The inhabitants of this little municipality are imbued with a better spirit, and make real sacrifices in favor of their school, which is at present under the management of an able teacher, Mr. Moise Hurtubise, a pupil of the Jacques Cartier Normal School.

8. *Douglas*. In this place there is opposition to the system of assessment, which it will be impossible, for several years, to eradicate. The schools are closed, with the exception of one which has been lately opened.

9. *York and Haldimand (Banc de Sable)*. The schools here have been closed for several years, but one, kept by a teacher who has no diploma, has at last been opened. This step in the right direction is due to the Reverend Mr. Ker, minister, who has shewn great zeal and has used every effort to induce his parishioners to shake off their indifference to everything connected with schools.

10. *Gaspé Bay South (Gaspé Basin)*. The Commissioners of this municipality have been prosecuted and condemned for refusing to establish the assessment. This example will have a good effect upon the Commissioners of other municipalities, who may be inclined to offer resistance to the law.

The schools are closed, but are to be opened shortly.

11. *Gaspé Bay North (Penouil)*. The assessment, which was with great difficulty established here, has had the effect of increasing the salary of the teacher from a very small sum to \$200. Mr. Thomas Cole is an old and meritorious teacher, whose pupils make satisfactory progress, especially in geography and arithmetic.

I regret to have to add that there is a very considerable sum in arrear, and that the Commissioners have not the moral courage to institute the necessary suits for its collection.

12. *Grande Grève*. This municipality has only two schools, very badly kept and still worse attended. There is no progress, and it would be better to close these two schools than to allow them to be thus conducted any longer.

The assessment is looked upon here in a very unfavorable light by a great majority of the ratepayers; arrears are due, and the Commissioners are not sufficiently firm with those who, from hatred of the assessment, refuse to pay their share.

Mr. Wm. Hymann, who had been Secretary-Treasurer for several years, has ceased to fill that office, both on account of the annoyances to which he was subjected, and the little support he received from the Commissioners. This gentleman is animated with a better spirit, and is full of zeal for the schools, which he wishes to see established on a better footing.

13. *Cap des Roitiers*. A school is about to be opened in this place.

14. *Anse à Grisfonds*. There is no school in this municipality yet.

15. *Rivière au Renard*. This parish contains two good schools, attended by 79 pupils of both sexes. There has been progress in every respect in this place, the population of

which is, however, a poor one. This result is due to the initiative zealously and resolutely taken by the Curé, the Reverend J. B. Blouin.

The accounts and registers of the corporation are in good order.

16. *Mont Louis*. A school has at last been opened at Mont Louis, and not before it was wanted; it is a great boon to this isolated spot, which is visited by the missionary only a few times in the year, and in which many children were growing up without instruction.

17. *Stc. Anne des Monts*. A school is in operation here, attended by 42 pupils. The want of another school is keenly felt; unfortunately the inhabitants are poor, and should the fisheries prove unproductive during any year, it will be impossible for them to pay their share of assessment.

The Secretary-Treasurer, Jean Perrée, Esquire, does much for the schools, and his account-books are in perfect order.

18. *Cap Chatte*. There is a single school in this municipality, which has been kept for two years by Madame L'Espérance, the widow of the late Inspector of that name. This school is attended by 38 children, and their progress has been satisfactory.

The Commissioners and their Secretary-Treasurer, Louis Roy, Esquire, perform their duties with zeal and punctuality.

EXTRACT FROM THE REPORT OF MR. INSPECTOR MEAGHER.

COUNTY OF BONAVENTURE.

In my inspection district there are only 27 schools, instead of 30 which it contained last year; the number of pupils attending these 27 schools is, however, greater than heretofore.

I subjoin a summary of my visits to each of these schools.

1. *Port Daniel*. Three schools well attended. Two of the teachers hold diplomas. The results of the examination were satisfactory.

2. *Hope*. Two schools well attended and conducted by competent teachers. A good examination.

3. *Cox*. Three schools, two of which, those in sections Nos. 2 and 4, are well attended; that in section No. 3 has only 16 pupils. Progress has been rapid.

4. *Hamilton*. Two schools in operation, kept by female teachers and both making satisfactory progress. These two schools are well attended.

5. *New Richmond*. There is no school here under the control of the Commissioners. They hope to be able to re-establish some in the early part of next year. The three schools in operation are dissentient schools. The houses belonging to the Commissioners are in very bad condition, and they are much to be blamed for their negligence in this respect.

6. *Maria*. At the time of my visit there were four schools, two of which were kept by male, and two by female teachers; all four are well attended and show satisfactory results, but the progress would be much more rapid if each pupil was provided with the necessary books.

7. *Carleton*. Three schools; that in No. 1 is a model school, conducted by Mr. Hamel, an able and zealous teacher; it is attended by 60 pupils, and gives entire satisfaction to all. The schools in Nos. 2 and 3 show little progress, and the Commissioners are about to engage other teachers.

8. *La Nouvelle*. The school in No. 1, kept by Mr. Joseph Gauthier, is attended by 43 children who are making rapid progress. That in No. 2, conducted by Mr. James Wood, is attended by only 18 pupils; little progress. The schools in Nos. 3 and 4 are closed; that in No. 5 has only been opened a few days.

9. *Shoobred*. There is only one school here properly speaking, for the three others have only been in operation a short time, and will be mentioned in my next report. The progress in this school is good; the teacher is Mr. James Langton.

10. *Mann*. A few days previous to my visit to this municipality, a difficulty arose between the Commissioners and the teacher, in consequence of which the latter left the place. He has been lately replaced. The building of a new school-house has been commenced, and a teacher will be engaged as soon as it is completed.

11. *Indian Mission.* This school is entrusted to Mr. Joseph Dorion, a young teacher from Prince Edward's Island; he is very competent, and his pupils make rapid progress. This school, which is regularly attended by 67 young Indians of both sexes, is under the superintendence of the Reverend Mr. Saucier, who often visits it and encourages it by every means in his power.

12. *Ristigouche and Matapédia.* There were no schools in operation at the time of my visit; they had been closed a month. The Commissioners have engaged other teachers.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR V. MARTIN.

COUNTY OF CHICOUTIMI.

First Report.

SIR,—I have the honor to report upon the condition of the schools in the County of Chicoutimi during the six months ending the 30th of June last.

You will see from the tables that there has been a diminution in the number of the children who have attended the schools since the month of January; this evil has not depended upon the will of the inhabitants, but upon circumstances which were not under their control. The school No. 1 of the Township of Laterrière, which furnished instruction to more than forty children, was closed in December last by the dismissal of the teacher. The Commissioners of the Municipality of St. Joseph, with the view of relieving the rate-payers, have amalgamated the sections of the municipality; the result of this has been that a large number of children have been deprived of the advantages of instruction, in consequence of their living at a distance.

Should the promise of a good harvest be fulfilled, I am assured that the coming year will produce many good results, for a good feeling generally prevails; the limited means of nearly all the population have been the cause of our stationary condition for several years. It must also be remembered that success depends in great measure upon the zeal of the Commissioners and the intelligence of the Secretary-Treasurers. The Village of Chicoutimi at the present time gives evident proof that it is possible, even among a poor population, to attain the end by means of a good system.

The municipalities in my inspection district show greater or less success, according to the capacity and good-will of those who manage them. I should mention that progress is made wherever the Reverend Curés take part in the work, which, with praiseworthy disinterestedness, they nearly all do.

The little municipality of Ouatouchouan has had a very ordinary school, attended by only about twenty children; there has been hardly any progress. I take this opportunity of requesting you to be good enough to grant such assistance to this place, which is very poor, as will enable its inhabitants to employ a competent female teacher.

I observe that the principal cause of failure in many municipalities is the want of books and other indispensable apparatus, which can only be obtained here at extremely high prices. Should not this circumstance be taken into consideration by the Council of Public Instruction? The best means of providing against this inconvenience would perhaps be to make a deposit of books, &c., in each municipality, for which the Commissioners should be responsible; the use of which should be allowed gratis to those unable to buy.

Second Report.

By comparing the tables of last year with those of the year just expired, you will at once perceive that in most of the municipalities great efforts have been made to promote the advancement of education. It is right to add besides that, but for the bad harvest of last year, the progress would have been much more considerable. In some places the heads of families have become discouraged, and the Commissioners, either through timidity or incompetency, have not held their ground by insisting that the ratepayers should do their duty, and in consequence some of the schools have been closed. Perhaps had great severity been displayed, it would have made the schools odious to a great number of persons.

1. The Township of *Chicoutimi* seems to me to be an instance of this, having begun

the year well to end it miserably. However this municipality has given instruction to 177 children.

2. I have nothing but praise to bestow upon the Commissioners of the *Village of Chicoutimi* for their zeal and success. The affairs of this municipality are kept in good order by the Secretary-Treasurer. A splendid house forty feet by sixty, two stories high, is in course of construction. The Commissioners, desirous of ensuring to the children an elevated standard of education for the future, have not hesitated to raise a loan of sixteen hundred dollars for this purpose. The schools are attended by 142 children.

3. The *Bagot* Model School has been perfectly well kept for three years. The present house being too small to suffice for the requirements of the numerous pupils, the Commissioners have decided to erect a larger and more commodious building. There are three other schools in the municipality, and a house is to be erected in one of the sections, besides the one destined for the Model school. 154 pupils.

4. *Bagotville* contains seven schools, of which six are taught by female teachers holding diplomas. These schools are attended by 251 children, and are destined to yield great results in the municipality.

5. *Laterrière* has three schools, kept by female teachers who hold diplomas. Two of them do themselves honor. 154 children attend the schools.

6. *St. Joseph* contains two schools, taught by a male and a female teacher, both of whom hold diplomas; these schools are satisfactory, especially that kept by the female teacher. Number of children attending these schools, 99.

7. The municipality of *Harvey* has only one school, attended by 38 children; it is taught by a mistress, who holds a diploma and is very competent.

8. In *Notre Dame d'Hebertville* 34 children receive instruction at two schools, one of which is conducted by a mistress who has a diploma. These two schools are of medium quality.

9. *Ouatchouan* has displayed extraordinary courage in establishing within its limits two excellent elementary schools, taught by very competent female teachers. I must in justice recommend this young and interesting settlement to your notice. To the zeal of the missionary, the Reverend Mr. A. Bernier, must be attributed the good state of affairs in this place. The schools are attended by 53 children.

10. *St. Jean* has a very good school attended by 53 children. Great zeal is exhibited by this little municipality, and the teacher, who holds a diploma, enjoys a degree of consideration which, I believe, she deserves.

I will venture to make some observations which will shew the reasons of the success which has been attained in my inspection district in the course of six years.

When I was appointed Inspector for the County of Chicoutimi, I found, with the exception of a few well-disposed persons, a population strongly averse to the sacrifices which it was necessary to make to secure the education of their children; and my first report, made in 1856, made mention of only 230 children attending the schools. In order to work with some success among a population so strongly opposed to the working of the Education Act, I thought proper, whilst awaiting a more favorable state of affairs, to use persuasion at the time, until I should be able to substitute for it the law with all its severity. This was at least a plausible method of inducing the people to yield quietly, and of gaining ground gradually over the almost general indifference. More than once it was necessary to pass over the irregularities which were committed. Gradually the schools began to advance more regularly, and increased in number with tolerable rapidity. As a consequence of adopting this line of action, at the same time seizing every opportunity of following the legal course, I saw the number of pupils increased to 1164. The intention of the law is to instruct the children, and the particular means which I employed seeming to me the most natural and the most effectual, and I thought it my duty not to neglect them entirely. Thus the intention of the law was carried out in many cases. Now that the inhabitants of the county have, in great measure, fallen into the habit of sending their children to school, I think it is time to adopt measures more in accordance with the letter of the School Law, and to this end I shall direct my efforts for the future, hoping to receive sufficient support to close the lips of any malcontents with whom I may yet meet.

EXTRACT FROM THE REPORT OF MR. INSPECTOR TANGUAY.

COUNTIES OF KAMOURASKA, RIMOUSKI AND TEMISCOUATA.

If the progress is not everywhere so great as it should be, still the whole shows considerable improvement, both in the number of pupils who attend the schools and in the management of the latter.

According to the last census, my Inspection district contains a population of 60,473 souls. By the summary of my last visit, it will appear that there were 8195 children entered upon the schools journals, or who had received some instruction during the six months. To this number may be added at least 150 children attending schools beyond the limits of the district, giving 8345 or 1 of every 7 $\frac{1}{4}$ of the whole population. Taking the three counties which form my Inspection district, separately, we have the following results:—Kamouraska, out of a population of 21,058 souls, sends 3,664 children to school, that is 1 of every 5 $\frac{3}{4}$ of the population; Temiscouata sends 2,497 pupils out of a population of 18,561, or 1 out of every 7 $\frac{1}{2}$, and, lastly, Rimouski gives 2227 pupils out of a population of 20,854; thus the proportion is 1 out of every 9.

When the new settlements which form the whole of the eastern part of the County of Rimouski contain a more dense population, and one consequently more in a position to profit by the established schools, it will be seen that this county will not be behind those which adjoin it, and that the parents residing there have as great if not a greater desire as exists elsewhere to obtain education for their children.

Without further remark, I shall pass on to review each of the 34 municipalities of which my inspection district is composed.

1. *Ste. Anne de la Pocatière, No. 1.* Eight schools in operation, of which one is a model school, well kept; five are pretty good, and two inferior. 231 children attend these schools; daily attendance, 195. The ratepayers here show great negligence in paying the school taxes, and this carelessness has become intolerable. Nearly all the ratepayers postpone paying their taxes until the end of the school-year. The inconvenience which such a state of affairs causes to the teachers, who then work the whole year, receiving hardly anything during that time, may be imagined. To provide means of livelihood, they must borrow or buy on credit, and the cost of this is well known.

Otherwise the progress is tolerably satisfactory, and no fault can be found with the manner in which the accounts and proceedings of the corporation are kept.

2. *Ste. Anne, No. 2.* There is only one school in operation here; it is attended by 100 pupils. The teacher and her assistant are well educated, and animated with zeal which I cannot too highly commend. The pupils also give evidence of more than ordinary progress in all the subjects taught.

All goes well in this municipality. The assessments, though high, are paid with tolerable regularity. The Secretary-Treasurer performs his duty with zeal and intelligence. The daily attendance has been 90.

3. *Lexworth* has four schools, of which one is good, two not very good, but sufficient, and a fourth which has produced but meagre results. 157 children have attended these four schools, the average number being 110. The ratepayers, though generally not rich, are tolerably punctual in paying their school taxes. Altogether this municipality works pretty well.

4. *St. Pacôme* has also four schools in operation, of which two are good and sufficient, and two by no means good, considering the sections in which they are situated, which are populous and tolerably rich. 202 children were entered on the books of these four schools, but only 161 attended regularly. Many of these latter are ill-provided with books and other necessary apparatus; so great is this evil that it is wonderful that the pupils have been able to learn anything. Some of the parents are poor; but in most cases, this results from carelessness and apathy from which nothing can rouse them.

The Secretary-Treasurer is animated with the best intentions, and does his best to favor the working of the law. The school corporation also exhibits great good will.

5. *Rivière Ouëlle* has six schools under control, one a well kept Model School, and five Elementary Schools (besides the convent), attended by 348 pupils, having an average

daily attendance of 288. The convent, since it has been rebuilt, has not had less than from 90 to 100 pupils. This house, though incomplete, is an ornament to the place; when finished, it will testify strongly to the zeal of the parish, which has been able in so short a time to complete so extensive a building. The schools in this parish are, without exception, good; two in fact are very good: that kept by Mr. Eugène Couaire, pupil of the Laval Normal School, and that kept by Miss Ph. d'Auteuil. The rates are willingly paid, and the parents generally understand their duty to their children as regards education.

6. *St. Denis.* In this municipality I found eight schools in operation, attended by 399 pupils, with an average attendance of 306. The Model School and that called the Superior School for girls are well kept and have produced excellent results: of the six Elementary Schools, one has made more than ordinary progress, surpassing even that of the two first-mentioned: I refer to the school kept by Miss Marie Bélanger. Two others are passable; the other three are very inferior.

This parish has for some years past made most praiseworthy efforts, such as, I am sorry to say, are but seldom to be met with elsewhere. In the space of three years they have extinguished a debt of \$500 and added two new schools to those previously existing. Three good school-houses have been built.

7. *N. D. du Mont Carmel* has only two schools in operation, attended by 109 scholars, with an average attendance of 68. Instruction here is limited to reading for all, writing for about one-fourth, a few notions of grammar, arithmetic and orthography, with catechism and prayers. So soon as the means are provided, a third school will be established in a remote section which has hitherto been without one.

The schools in operation are poorly provided even with the most indispensable material such as forms and tables. Such as they are, these small schools do much good in the midst of a population which is poor and so far removed from the great centres.

The taxes are but slowly paid on account of the poverty of too many of the ratepayers. The Secretary-Treasurer does his best, and the corporation is animated with a praiseworthy spirit.

8. *St. Louis de Kamouraska* has seven schools under control, besides the convent, which for two years past has made rapid progress. Instead of about 60 pupils and those chiefly day pupils, there have been this year 118. Their progress is very satisfactory, and the instruction includes all that can be reasonably expected from an institution of this kind in the country.

The Academy or Model School is also on a good footing, and gives satisfaction to those interested. The teacher is zealous in the discharge of his duties. 85 scholars have attended this institution.

It is to be regretted that parents remove their children from school at so early an age.

Of the six other schools, three are tolerably good, and would give excellent results if the pupils were more attentive and better supplied with books, &c. The other three are badly kept.

The accounts of the corporation are not made up, and the local contributions are but slowly collected.

9. *St. Paschal* has 9 schools in operation, one called a Model School, a Superior School for girls, and seven Elementary Schools, attended by 466 scholars, with a daily attendance during the last half year of 340. One school section has been without any school, the ratepayers having applied to be permitted to expend their share of the money in the erection of a school-house. The Superior School for girls has produced good results. The same cannot be said of the Model School; the scholars there have done nothing, and the authorities thought proper to close it from the 3rd March to the end of the school year. The teacher has continued to give lessons to a few pupils, but his school is independent. Of the Elementary Schools, five have made very good progress; the two others are but middling. There is not much zeal for education in this parish. The Secretary-Treasurer is punctual; it must also be admitted that the finances are in a satisfactory condition, and that the teachers are regularly paid.

10. *St. Hélène* has five schools in operation, three of which are tolerably good and two very inferior, attended by 198 scholars, with a daily attendance of 129. The accounts and registers of the corporation are kept with care and by a competent person. The state of the finances is satisfactory; the School Commissioners are well disposed, but their goodwill is often overcome by the apathy and indifference which prevails as regards education in certain quarters of the parish.

11. *St. Alexandre* has nine schools in operation; attended by 288 pupils, giving an average daily attendance of 212. Excepting one, these nine schools were inferior; one indeed had been closed before the end of the year.

The number of schools is too great for the means at the disposal of the corporation, but the parish is composed of small villages, at some distance from each other, and it is almost impossible to unite them for school purposes. To remedy this inconvenience, the number of schools has been increased, teachers have been engaged at the lowest rates, and the result is much to be regretted. The number of schools must be reduced to five or six, so as to pay off a debt amounting to \$225.

12. *St. André* has had eight schools in operation during the greater part of the year: seven Elementary and one called a model school; three have produced excellent results; the others, though inferior to the three first mentioned, have nevertheless done tolerably well—attendance 279; average, 214. The law works well in this municipality, and generally speaking the progress is satisfactory. The majority of the ratepayers manifest zeal and goodwill, and the energy of the worthy Curé serves to remove all obstacles.

The accounts of the corporation are well kept, but they exhibit slowness in the collection of the rates. The proportion of children attending the schools, as compared with the total population, is one of the largest in my district.

13. *N. D. du Portage* has four elementary schools in operation, attended by 149 children; average attendance, 93. One of the schools was very well kept and exhibits satisfactory results; the three others, though inferior to the first, are nevertheless making good progress, considering the small amount of diligence shewn by too large a proportion of the scholars.

School-houses are the great want here; it is often necessary to remove the schools from one end of the section to the other.

The rates are very regularly paid. In this respect *N. D. du Portage* excels many richer parishes, a proof that slowness in the collection of the school rates may and ought to be imputed to want of energy on the part of the corporation.

14. *St. Antonin*.—A new municipality, in which schools were opened for the first time last autumn. 125 children attended these schools during the second half-year, and 102 during the first; average daily attendance, 84. The progress made has been tolerable in all the sections, and the year's results may be deemed satisfactory. This municipality is poor, and yet the rates are willingly paid. The corporation is animated with good will; the only obstacle to be surmounted is the want of assiduity on the part of some of the scholars.

15. *St. Patrice de la Rivière du Loup* has only four schools in operation, although there are six school sections in the municipality. Two sections have been deprived of schools this year, because they did not take advantage of those provided for them for some years past. The four schools in operation were attended by 127 children during the last half-year, and by 126 during the first; average daily attendance, 81 only. Two of these schools have made good progress, in the two others there has been but little diligence and little progress. Generally speaking, I am sorry to say, there is little zeal and good will as regards education. Some pretext is always sought as an excuse for not sending the children to school. The school corporation does its best to discharge its duties efficiently. The Secretary-Treasurer keeps his accounts in good order, and the state of the finances has been very satisfactory since they have been in his hands.

16. *St. Edouard*.—The two schools here have this year been united and placed under the direction of the ladies of the Good Shepherd: 144 scholars have attended the classes during the last half-year, and the progress made has been such as might have been ex-

pected at the hands of experienced teachers, animated by the highest and purest motives. The boys' class will next year be placed under the care of a male teacher. The accounts and minutes of the corporation are kept with care and skill. The finances are embarrassed on account of the extraordinary outlay incurred in putting the two houses in a thorough state of repair.

17. *St. Modeste* has two schools: a model school, well kept and exhibiting excellent results, and an elementary school not very good, but for the present sufficient. 79 children attended the schools; average attendance, 58 only. The law works without opposition, the rates are paid very willingly, and I have only to regret the want of diligence on the part of the pupils.

The school corporation is well disposed and does its best to second its worthy chairman.

18. *St. Arsène* has five schools in operation, one good and four passable, attended by 272 children, having an average attendance of 175 only. The result of the year is generally poor and inferior to what it ought to be. The slow progress of education in *St. Arsène* is due to the fact that for some years past they have always engaged teachers at the lowest rates. These latter always think they have done enough to earn the small salary allowed them. Schools of from 50 to 80 children have at their heads young girls receiving salaries of from 60 to 80 dollars!

The rates are regularly paid and the Secretary-Treasurer is anxious to see the law working efficiently. Another difficulty, which I forgot to mention, is that a great part of the rates is paid in agricultural produce, which is valued by the corporation above its current value.

19. *St. George de Cucouna* has a good model school attended by 85 scholars, a convent under the direction of the Sisters of Charity, attended by 56 pupils, including boarders and day-scholars, and four elementary schools, attended by 153; making a total of 297 scholars.

The four elementary schools have made only tolerable progress; very little diligence is shewn by the pupils, the average attendance being only 215. The convent has given the fullest satisfaction and has fully attained the objects of its founders and the wishes of the parents.

The model school is under the direction of Miss Marie Lafrance, a pupil of the Laval Normal School; she discharges her duties with a zeal and punctuality which do honor alike to the pupil and the institution in which she was trained. Here also there is a want of diligence.

The finances of the corporation are in a satisfactory condition, and in the hands of an individual who is both zealous and exact in the discharge of his duties.

Speaking impartially, I am compelled to admit that the zeal and anxiety to profit by the schools that have been established, to which I have referred with so much pleasure for several years, no longer exists on the part of a certain number of the ratepayers.

20. *Green Island* has ten schools in operation, one an academy, which always exhibits a satisfactory result: 123 children have attended this institution very regularly during the last half-year, and 118 during the previous half-year. Of the other nine schools, two have been good and sufficient, three passable, and four bad; 304 children only attended the schools, out of a total of 479 inscribed on the registers. Thus 175 children were absent daily. These absences occur almost entirely among the pupils of the elementary schools. These latter have only been attended on the average by about 20 children each.

The rates are paid slowly, and often with grumbling. The Secretary-Treasurer does his duty well, but the commissioners are indifferent, as are also the inhabitants of a large portion of the municipality.

21. *St. Eloi*.—The school corporation has thought proper to reduce the number of its schools to three, and to amalgamate with it two other school sections, so as to exempt from assessment certain portions of the parish which suffered severely from fires during last summer. The three schools are attended by 133 children; average daily attendance only 83. The progress has been but slow. It had been deemed sufficient to teach reading, writing, orthography, and catechism to all the pupils, and arithmetic and grammar to a very few of them.

The accounts and minutes of the corporation are kept in a satisfactory manner by a competent person. The small encouragement extended by the corporation to competent and zealous teachers has been, I think, the principal cause of the small results I here refer to.

The rates have been punctually paid, and the finances of the corporation would permit of certain improvements being made, which I have suggested without effect for several years past.

22. *Trois Pistoles No. 1.*—Five schools in operation, besides the convent, attended by 349 scholars; three of these schools are well kept, the two others are only passable. The convent, under the direction of the ladies of the Congregation and the vigilant supervision of the Curé, leaves nothing to be desired.

The school rates are punctually paid, and the finances are therefore in a prosperous condition. The accounts and minutes are kept in an exemplary manner. The average attendance at the schools is 276.

23. *Trois Pistoles No. 2.*, has eight elementary schools, three of which have been tolerably well kept, the others not so well: 298 children have attended them; average attendance, 186. This shows but little diligence on the part of the pupils. The salaries of the teachers average \$62—too low to attract competent persons acquainted with the art of teaching.

The municipality is extensive, but the means at the disposal of the commissioners are too small for the number of schools in operation. On the whole the result is not satisfactory. There is, nevertheless, goodwill shewn by the school commissioners and by a certain number of the ratepayers.

The rates are willingly paid, and the minutes of the corporation are kept, if not with regularity, at all events with correctness and in an intelligible manner.

24. *St. Mathieu de Rioux* has two small schools in operation, attended by 72 children; average attendance, 49. The instruction is limited to reading, writing, orthography, and a few scholars obtain a few notions of grammar, arithmetic and history. One more school at least is required, but the means have so far been wanting. The result of the year is only middling.

25. *St. Simon* has three schools in operation, attended by 255 scholars; average attendance, 161 only; that is to say, that the progress has not been great; only one school has produced good results. Generally speaking education makes but little progress in St. Simon. At every step a stubborn opposition is manifested in a thousand different ways.

The local rates are very punctually paid, thanks to the zeal manifested by the Secretary-Treasurer.

The instruction given is limited to the most elementary subjects for most of the pupils.

26. *St. Fabien.*—Four schools in operation, attended by 192 children during the last period of the year, and 188 during the first part; average daily attendance, 148. Three of these schools are well kept, the fourth but tolerably. Great goodwill is shewn by the ratepayers and the commissioners. The Secretary-Treasurer, who is an energetic and intelligent man, has contributed largely to place the finances on a better footing.

I am happy to bear testimony to the progress which has been made in this parish during the last three years. The instruction is still limited it is true, and includes only reading, writing, orthography, and religious instruction, for all; grammar, parsing, arithmetic, geography, and history, with composition, for about one-eighth of the pupils.

27. *Bic.*—Four schools in operation: three elementary and one model school; all well kept and exhibiting excellent results, during the first half-year especially. The model school is on a good footing, and attended by 60 scholars: the teacher has an assistant. One of the elementary schools, that kept by Miss Julie Gagné, is worthy of special notice. I found it in admirable order, and the progress made quite unusual. Zeal for all that relates to education is manifested generally in this parish. The school commission is composed of educated and enlightened men, who discharge their duties with firmness and zeal.

The average daily attendance is 147. I regret to notice that the collection of the

local dues is very much in arrear, and that, in virtue of an old custom introduced when the law first went into force, the dues are only paid after the expiration of the school year.

28. *Rimouski*.—Nine elementary schools under control, two independent schools, besides the Industrial College, the number of pupils at which has increased to 82 during the last half-year, and the convent, attended by 78 pupils. Altogether there were 607 scholars entered in the school-registers. The convent here, as elsewhere, gives general satisfaction and meets the requirements of those who send their children to it. The house is spacious, but it needs certain repairs which the want of means will not permit of making.

The industrial College, without being what it ought to be to meet the views of its founders, and the constantly increasing requirements of this flourishing part of the country, has nevertheless been making progress so rapid as to hold out the best hopes for its future usefulness. There has been more diligence on the part of the pupils this year than heretofore, and their number promises to increase.

As regards the other schools, four have been well kept, the others only passably. The average attendance has only been 464 during the first half-year, and 451 during the last. In many of the sections the schools are well provided with furniture, &c. The school corporation has sometimes neglected to superintend the schools under its control. Young female teachers have been left to themselves, and exposed often to all the annoyance of the scholars' relations.

This remark applies with equal force to many, if not the majority, of the other school corporations.

29. *Analect*.—Two small schools in operation, attended by 76 pupils; average attendance, 50; progress passable; affairs of corporation prosperous. The Secretary-Treasurer fulfils his duties with zeal, and justly enjoys the confidence of the ratepayers. The schools are not well provided with furniture, and the authority of the teachers does not seem to be much respected by the scholars.

30. *Lessard de Ste. Lucie*.—Eight schools in operation, attended by 305 scholars; average attendance, 195 only. Three of these schools are tolerably well kept, the others are inferior. Want of assiduity, and the absence of the necessary furniture, has greatly impeded progress. But even this result, though a poor one, is better than those of previous years.

The finances are also in a better condition. I hope soon to see the receipts and expenditure balance. There still remain, however, debts enough to obstruct the working of the law, and to prevent the corporation from meeting its engagements.

Schools, unfortunately, are not looked upon with favor by many of the ratepayers, who consider them a nuisance rather than a benefit to their children.

31. *Lepage de St. Flavie*.—Four schools in operation, attended by 153 children; average attendance, 110. Three of these schools have been well kept and have made excellent progress; the fourth is very inferior, and might, with advantage, have been closed. I am happy to state that progress has been made, compared with former years. There is still opposition on the part of some of the inhabitants, but the energetic and persevering determination of the chairman and Secretary-Treasurer has at last triumphed. Everything tends to the assurance that the school affairs of this locality are making progress.

32. *Métis*.—Two schools in operation, attended by 53 pupils; average attendance, 42. Progress has been tolerable. Instruction is limited to reading, writing, and orthography, and a few notions of arithmetic. The two teachers are competent. The finances of the corporation are in a satisfactory condition. The greatest difficulty is the procuring of good teachers for the small salary they are able to allow.

33. *St. Octave de Métis* has only one school, well kept, and attended by 54 scholars; average attendance, 40. Progress has been very good.

It has been deemed advisable to settle the debts of the corporation before increasing the number of the schools; hereafter there will be three. The new Secretary-Treasurer discharges his duties with zeal, and keeps his minutes if not regularly at least faithfully.

34. *Matane*.—Five schools in operation; three have done well, the two others are inferior; 227 children attend the schools; average attendance, 164. The principal school was under the care of Mr. Smith, an educated man, and a devoted friend of education. I

regret that other occupations have since compelled him to abandon a career in which he might have distinguished himself, and rendered invaluable services to the rising generation.

The accounts and minutes of the corporation are well and faithfully kept. The investigation I made in this matter has resulted in a complete triumph for the party accused, and has covered his accusers with shame. Matane has, for some years past, made sacrifices in behalf of education which do honor to the patriotism and intelligence of its inhabitants. They raise, by assessment, nearly three times the amount of the legislative grant. They have also erected school houses in four sections, and they have established a small reserve fund for the purchase of books and other school material. The progress has therefore been satisfactory.

To resume, there are, in my inspection district, 32 municipalities in which the law is in operation, and two in which it will be in operation in the course of next year, viz., St. Ephrem and Notre Dame de l'Assomption.

154 elementary schools,	attended by	6244	pupils.
10 model schools,	do	647	do.
2 girls' sup. schools,	do	116	do.
2 academies,	do	208	do.
6 convent schools,	do	571	do.
2 colleges,	do	524	do.
3 independent schools,	do	85	do.
Total 179 schools, &c.,		do	8195 do.

The average attendance at the schools during the half-year has been 5,531. Thus, there were absent daily 2,564 children, or nearly one-third!

Not including the pupils at the colleges, convents, and independent schools, it will be found that the average cost of educating each child attending the schools in this district, is \$2.74, besides the school material, which may be valued at \$0.60 for each child. This gives an approximate total of \$3.34.*

EXTRACT FROM THE REPORT OF MR. INSPECTOR BOIVIN.

COUNTIES OF CHARLEVOIX AND SAGUENAY.

I am happy to be able to show by this report, that the district committed to my inspection has the same claim as the other districts have, to merit for the progress of education in Canada for some years past. Moreover, the statistical tables which are annexed to this report, exhibit a very great increase in the number of children attending the schools. In 1859, the number of children attending the schools in the eleven municipalities of my district was then composed, was 1,777; now there are twelve municipalities and 2,078 scholars, shewing an increase of 301 scholars in two years.

At the same date there were, in my district, only two superior schools, and one of these was only superior to the elementary schools in being called a model school; at present I can count six, which, in view of the benefit they extend, each one in its particular locality and their skilful management may be classed among the best institutions of this nature.

I remark also, with satisfaction, more zeal on the part of the commissioners in collecting the school rates, and consequently more punctuality in the payment of the teachers. Of eight municipalities, which in 1859 owed considerable amounts, only one remains in debt, and, thanks to the praiseworthy diligence displayed by the commissioners of this municipality in following my advice, measures have been taken to extinguish them.

* In this report, as in a few others, there are apparent differences between the figures given and those in the tables of statistics. This is owing to the fact that the tables are not made at the same time as the reports, and also to their being compiled from information obtained elsewhere. In this case the report contains the higher figures, a circumstance which very rarely occurs.

The branches of instruction in which the greatest progress appears to have been made, are reading and grammar.

In many schools, we no longer observe, when the children are made to read, a drawling, embarrassed, and often nasal tone; and the natural voice has taken the place of that tone so forced, and often so disagreeable to the ear; the stops are also observed. Grammar is no longer a book only to be learnt by heart, and teachers try to explain the rules and to make them understood; parsing is more practised, and, in three-fourths of the schools, children are found who are able to spell.

On the whole, matters have assumed a more cheerful aspect and are making more direct progress; but I do not allow myself to be deceived, and am far from believing the progress to be such as to leave nothing to do but to fold one's arms and allow things to go on as they arc.

No. It is not enough for those whose mission it is to give effect to the law respecting education, to put this law everywhere into force, to establish the greatest possible number of schools; they have still to work constantly to perfect what they have begun, for, if we no longer meet with those friends to ignorance who predicted the ruin of the people by the tax, if good teachers are no longer wanting, there are still a thousand obstacles to impede our progress. To cite only two, I will mention the negligence of many parents in furnishing their children with the necessary materials, such as books, paper, &c., and the little respect manifested to the teachers by these same parents, often in the presence of the scholars.

These things, to which the inspector, with his limited discretionary power, can only draw attention, are calculated to discourage the teacher and to make him despise his profession.

If we desire to have teachers who discharge their duties with pleasure to themselves, we must surround them with all the respect and affection which they deserve for the important services which they render to the youth of the country.

Summary of the state of education in each municipality in the County of Charlevoix:

1. *St. Fidèle* has three schools in operation, all in charge of competent female teachers.

The schoolhouses, unfortunately, are in a bad state of repair and without the requisite furniture; this state of things is alone due to a debt contracted by the commissioners some years ago, now happily nearly extinguished. I trust that when the finances are in better order, the repair of the school-houses will be attended to.

2. *Malbaie*.—Difficulties among the ratepayers, respecting the choice of two sites for school-houses, have, for some time, impeded the progress of school affairs in this municipality; now they are settled, things will take another turn. There are seven schools in operation in this municipality, six under control and one independent. The model school is under the direction of a competent master, Mr. Octave Martin, who teaches with great success, English, French, and all the branches required by law in a model school. It is to be regretted that Mr. Martin has not hitherto adopted the monitorial system; with so many pupils, the progress would have been more rapid.

The girls' school makes but little progress. At my last visit, however, I noticed that better discipline prevailed, and that more zeal was manifested by the teacher. The result of my visits to the other schools was very satisfactory; but I must mention specially here the school kept by Miss Marie Pacaud, both for its good state of discipline and the rapid progress her pupils have made. A new school-house is in course of erection; all the school-houses are in good repair and tolerably well furnished. The finances of the corporation are prosperous.

3. *St. Agnès*, at the time of my visit, had four schools in operation, all in charge of female teachers; since then, and by my advice, one of them has been dismissed on account of her complete incompetency. In two of these schools the pupils have made satisfactory progress. A serious difficulty has arisen in this municipality between the ratepayers and the school commissioners on the one side, and the Secretary-Treasurer on the other, respecting the accounts of the corporation, which the Secretary was unable to balance; I succeeded, not without trouble, in unravelling them and thereby establishing harmony.

It appears that the commissioners owe \$200, but by increasing the assessment, as they have done, this debt will soon be discharged.

4. *St. Iréné*.—A small municipality, containing two elementary schools and a model school. The model school, established in July last, thanks to the zeal of the Abbé Mailley, is under the direction of a young female teacher trained at the Laval Normal School. As this school at the time of my visit had been open for a few days only, I can say nothing about it. The school in the second section is in charge of a competent mistress, and the scholars make satisfactory progress. Unfortunately, I cannot say as much for the school in the third section, for its mistress has had but little education and absolutely no practice. The finances are prosperous and carefully administered.

5. *Eboulements*.—This municipality, besides an independent school, has five elementary schools and a model school.

The model school is undoubtedly one of the best in my district; it continues under the direction of Mr. Cléophas Coté. This school which has only been three years in existence has already produced young persons who have passed with honor, before the Quebec Board of Examiners, the examinations required for an elementary school diploma; they are teaching in the municipality, and will adopt, I am sure, the excellent system of the master who taught them. The girls' school, still kept by Miss Boudreau, also makes great progress. I am satisfied with the manner in which the other elementary schools are kept, but I regret to have to state that one of them is without the necessary furniture.

The school Commissioners have collected nearly all the arrears which were due, and I have the satisfaction of stating that their monetary affairs are now in a prosperous state.

6. *Settrington*. This municipality is new and poor. Only one school, which does not suffice for the wants of the population, is in operation, and hitherto, the inhabitants have always opposed the establishment of the assessment, the only means of obtaining other schools.

7. *St. Urbain* has four schools in operation: three under control, and one independent. Mr. Onésime Larouche continues in successful charge of the school in the first section. Although the female teacher in charge of the school in the second section appears zealous, her pupils make but little progress, because the greater number of them are without books, paper, &c. The teacher in No. 3 section, fulfils her duties to the satisfaction of the rate-payers.

Generally speaking, I am satisfied with the state of affairs in this municipality, which is now engaged in the erection of a new church. This, however, notwithstanding the sacrifices they have to make, does not prevent them from doing justice to school matters.

8. *Baie St. Paul*. A large municipality which contains a convent school, a boys' academy and ten elementary schools. The convent is under the management of the Sisters of the Congregation Notre Dame. Besides music, drawing, &c., these worthy instructresses also teach the young ladies under their charge all the branches which constitute a good education. The boys' academy is under the management of Mr. J. B. Deguise, a pupil of the Laval Normal School, a skilful and educated teacher. This institution is attended by 60 scholars; the most advanced study all the subjects required by law in academics, and I was astonished at the progress of some of them in algebra and geometry. Mr. Charles Martineau has charge of the lower classes, and his pupils make great progress. Of the ten elementary schools, eight are good and two inferior.

The commissioners of this municipality discharge their duties satisfactorily, and their finances are in good order.

9. *Petite Rivière* has two schools in operation; that of No. 1 section, although under the direction of a competent teacher does not make the progress that might be desired; there is a want of discipline and reading is neglected. I am much more satisfied with the result of the examination in No. 2 section; this school, however, is without the necessary material, and, notwithstanding my recommendations, the commissioners persist in leaving it altogether unprovided for. The finances of the commission are well administered.

10. *Isle aux Coudres*. The old disputes in this municipality, although settled some considerable time ago, still paralyse the progress of education here.

Mutual distrust exists, and therefore no united effort is made to sustain the schools. This state of affairs will continue until the school, which was closed in consequence of these old difficulties, is again placed under control. The attendance at the three schools at present in operation is small, and there is a lack of the necessary school furniture.

COUNTY OF SAGUENAY.

11. *Tadoussac*. I have succeeded at last, during the past summer, in establishing a school in this little municipality; and although the coercive system is not in force, the majority of the settlers being still too poor to be assessed, those of them who are in more easy circumstances have subscribed a sum which, with the assistance granted by the Government, suffices to sustain their school.

12. *Escoumains*. This little municipality, although inhabited by families who derive their subsistence entirely from lumbering, continues to make the most generous sacrifices to sustain a good school. The commissioners, who are presided over by educated and zealous men, leave nothing undone which can promote education. They have this year engaged a female teacher who holds a model school diploma and was educated at the Laval Normal School, and to whom they pay a pretty high salary.

The above is a clear and impartial summary of the condition of the schools in each of the municipalities under my superintendence.

EXTRACT FROM THE REPORT OF MR. INSPECTOR HUME.

COUNTY OF MEGANTIC, AND PART OF THE COUNTIES OF DORCHESTER AND BEAUCÉ.

In reporting upon the progress of education in my district of inspection during the past year, it affords me much pleasure to be able to state that considerable improvement has been made, during that period, in many of the municipalities.

The number of children who have attended school will be found to be much larger than in any preceding year; the increase, as compared with 1856, being upwards of 500, and there has also been an increase in the amount of local contributions. There are, also, a greater number of qualified teachers than formerly, although in some municipalities, in consequence of the difficulty the commissioners had in finding teachers with diplomas, they were obliged to employ those who had none. There are five female teachers in my district with diplomas from the Normal Schools, three of whom have model school diplomas. The gradual introduction of teachers from those schools cannot fail to be attended with beneficial effects in those municipalities where they are employed; and as a general desire is felt to procure their services, I have no doubt that in a few years, one or more will be found in nearly every municipality.

It is still a matter of regret that the salaries given to teachers are too low. The highest salary paid in my district of inspection is to the model school teacher in Leeds, who has \$240 per annum.

Although there has been a general improvement in many of the municipalities in my district, there are still some in which there is room for much more. I cannot say that there exists anything which could be called opposition to the school laws, but there is, in some places, indifference and carelessness in not sending their children regularly to school.

I am happy to say that the prejudices which existed some years ago in many of the municipalities of my district, against assessment for school purposes, is gradually diminishing. One municipality after another is adopting the principle of assessment, and I trust that ere long there will not be a single one where it will not be in force.

I will now proceed to give a brief statement of the state of education in the different municipalities of my district.

COUNTY OF BEAUCÉ.

1. *St. Victor de Tring*.—Some improvement has been made in this municipality during the last year, more especially in the principal school, in which there is now a good teacher. There are four schools in operation. The inhabitants of this municipality have always been well disposed in favor of education.

2. *St. Ephrem de Tring*.—In this municipality there are three schools in operation; and, although none of the pupils are much advanced, some progress has been made. In consequence of a temporary interruption to the schools last year, the assessments were not regularly paid, and the commissioners are considerably indebted, which arises from the circumstance that since *St. Ephrem* became a separate municipality, three new school-houses had to be built. The inhabitants are extremely poor, but they manifest a laudable desire to have their children educated.

3. *Forsyth*.—This municipality remains, in a great measure stationary; and, if it were not that the Rev. Mr. Bérubé, the Curé of the parish, takes a deep interest in education, the majority of the inhabitants would allow the schools to remain vacant. There were two in operation at the time of my last visit; a few of the pupils had made very good progress, but in general, the attendance appeared to have been very irregular.

4. *Lambton*.—I am happy to say that in this township there has been very great improvement. The commissioners have engaged two well-qualified teachers, to whom they pay liberal salaries, and the pupils under them have made satisfactory progress.

5. *Aylmer*.—In this municipality there are three schools in operation, in two of which the attendance has been very irregular, and the progress made has consequently not been as great as it would otherwise have been. The inhabitants of this township are, however, well disposed in favor of education; and, considering their means, few municipalities have contributed more largely than they have done. There is a great amount of arrears of assessment due, but this arises not from any unwillingness on the part of the people to pay, but from the extreme scarcity of money that prevails in nearly all new settlements.

6. *Shenley*.—As this municipality has been erected since my last visit to the municipality in its vicinity, I am unable to say whether anything has yet been done towards the establishment of schools. I intend, however, to visit that part of my district as soon as the state of the roads will permit.

COUNTY OF DORCHESTER.

7. *West Frampton*.—In this municipality there are two good schools under the control of the commissioners, which are very numerously attended, and at which very satisfactory progress has been made by the pupils. These two schools are, however, by no means sufficient for the wants of the inhabitants; but, unfortunately many of them take no interest whatever in the education of their children, and are unwilling to pay for the services of a qualified teacher. One school, formerly in operation, has been closed for the last year, for this reason. In no part of my district does there exist such an aversion to an assessment for school purposes as prevails in Frampton.

The dissentient school, which was in operation for many years in Frampton, was discontinued about two years ago. Another one has, however, been established this year in another part of the municipality, distant two miles from the former, and in a part of the township almost exclusively settled by Protestants. The inhabitants have built a new school-house, and a qualified teacher has been engaged by the trustees.

8. *East Frampton*.—I am happy to say that in this municipality there are now two schools in operation, one under the control of the commissioners and the other a dissentient, with a prospect of one or two others being soon established. The inhabitants of the district in which this school is situated purchased a building to serve as a school house. Here, as in West Frampton, many of the inhabitants do not take much interest in the cause of education.

9. *Standon*.—Only one school is in operation in this township; it is not very numerously attended, and much progress has not been made. The teacher is sufficiently attentive, but he is rather old for such a task. The inhabitants do not seem disposed to contribute enough to pay for the services of a well-qualified teacher.

10. *Cranbourne*.—No school. On my last visit the commissioners expressed their determination to have one or more established as soon as they could procure teachers.

COUNTY OF MEGANTIC.

11. *Leeds*.—In this township, although as yet there are assessments for school pur-

poses, the inhabitants contribute liberally and cheerfully for the support of schools, and the teachers are generally regularly and well paid. Seven schools under the control of the commissioners, and one independent school, have been in operation, and very satisfactory progress has been made by the pupils. A reference to the statistical tables which accompany this report will shew that there are more pupils learning the more advanced branches of education in Leeds than in any other Municipality in my district.

A model school was established last year; the teacher has a model school diploma from the McGill Normal School, and possesses high qualifications as a teacher.

12. *Inverness*.—Much credit is due to the school commissioners of Inverness, for the very energetic manner in which they have carried out the school law during the last year, since an assessment was made for school purposes.

A new division of districts has been made, in order that every part of the township may be accommodated with a school. Seven new school houses are in the course of erection, for which a special assessment was made, and upwards of \$600 has already been paid. Ten schools, under the commissioners, have been in operation; at some of these schools very good progress has been made.

It is the custom, in this township, in many of the schools, to have male teachers for the winter half-year, and female teachers for the summer. This system has, no doubt, its advantages, and is one which is practised in the Eastern Townships and in the United States, but it has also the disadvantage of causing a too frequent change of teachers in the same schools.

The dissentient school is attended by French-Canadian pupils. The teacher is an old man, and does not appear to be very well qualified. The parents of the children are preparing to erect a school house, and when it is finished it is intended to procure a better qualified teacher.

13. *Nelson*.—In this municipality there are two schools in operation, one French and one English; in a third district a new school house has been built, where it is intended to commence a school after the 1st of January next, or as soon as a teacher can be found capable of teaching both languages. To supply the wants of all the inhabitants of Nelson, five schools at least would be required.

14. *St. Calixte de Somerset*.—I have much pleasure in speaking of this municipality, as there are none in which more has been done for the progress of education than in it.

After great exertions the building intended for a convent has been completed. I visited it in the month of October last, and was much pleased with the method of teaching practised; at that time there were 71 pupils attending. There is a model school for boys, and five elementary schools, at all of which very satisfactory progress has been made. The teacher of the model school is from the Laval Normal School, and is extremely well qualified, having also the advantage of being equally conversant with both languages.

The commissioners have been obliged to incur a considerable debt; but I believe it will be all paid without pressing too heavily upon the inhabitants.

15. *Ste. Julie de Somerset*.—In this municipality, also, much has been done. Two new school houses have been built, and there are now five elementary schools in operation. A model school has been established, with a teacher from the Laval Normal School. The progress made in most of the schools is satisfactory.

16. *Ste. Sophie d'Halifax*.—In this municipality eight schools are in operation, and at them all, with the exception of two, very good progress has been made. The school laws are well carried out in this municipality. This is the more gratifying when it is considered that a few years ago this was one of the municipalities which was the most opposed to carrying out the school laws. This reformation, so happily effected, is in a great measure owing to the exertions of the President of the commissioners (Mr. J. Theophile Hébert), who has held that office since the schools were first established.

17. *St. Ferdinand d'Halifax*.—The only drawback to the prosperity of this municipality, as regards its school affairs, is the large amount of old debts which still remain unpaid, and which the commissioners can only gradually discharge unless they imposed a higher assessment than the great majority of the inhabitants would be willing to pay. The amount of this debt still unpaid is \$600.

There are ten schools in operation under the commissioners; two of these are taught

by teachers from the Laval Normal School. At the greatest number of the schools there has been good progress made. Three new schools have been built and some repairs made in others.

There are also two dissentient schools in this municipality, which have been very well attended and at which very good progress has been made. A new school house has also been built by the dissentients.

18. *Ireland*.—This municipality affords another proof of the advantage of assessment for school purposes over the voluntary system. For a number of years every attempt to establish schools under the latter failed, but since the former was adopted there has been no difficulty experienced in sustaining them, and the monetary affairs of the municipality are in a flourishing condition. Seven schools have been in operation; at most of them very good progress has been made.

19. *Broughton*.—As the limits of this municipality have lately been changed, there has not yet been time to organize a sufficient number of schools; one school has been in operation.

EXTRACT FROM THE REPORT OF MR. INSPECTOR BÉLAND.

COUNTIES OF BEAUCE AND LOTBINIÈRE.

You will perceive that generally there has been progress in the schools in my district. Every person in it, so to speak, willingly assists in putting the school-law in execution.

The female teachers employed are competent, although several of them have no diplomas. They all propose to acquire them as soon as the Board of Examiners for Beauce shall be organized.

There are this year 105 schools attended by 5925 pupils. Last year there were 111. This diminution results from the closing, on account of difficulties with which you are acquainted, of 12 schools in St. Sylvestre. There are also three model schools attended by 240 pupils.*

Our two convents and colleges have 475 pupils, including both boarders and day scholars.

The grand total of pupils attending the various educational establishments is 6,640. Of this number 1710 are beginning the alphabet; 2290 read fluently; 2640 read well; 3735 are learning to write; 3880 are beginning to cipher; 1980 practise the simple and compound rules; 150 are learning bookkeeping; 3195 are learning spelling; 1045 are learning geography; 3225 French grammar, and the same number parsing; 380 are learning English grammar and do a little translation; 685 are learning and practising epistolary style; 110 mathematics; 120 mensuration; 115 linear drawing; 1215 are learning vocal, and 240 instrumental music.

I find altogether but five male teachers, which is too small a number; all the other elementary schools are entrusted to female teachers. This results from the smallness of the salary which is generally given, and which is generally insufficient to remunerate a married male teacher, and scarcely one who is single.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR JUNEAU.

COUNTIES OF DORCHESTER AND LEVIS.

First Report.

I have the honor to transmit to you the report of my visit to the various educational institutions in the Counties of Levis and Dorchester.

I am very happy to be able to state that in nearly every case marked progress has been

* To obviate the difficulties, St. Sylvestre has been divided into two municipalities; several schools have since been opened, and others, it is hoped, will be so shortly.

made since my first visit, and that all the schools, with hardly an exception, are working tolerably well.

The college of Notre-Dame de la Victoire has changed masters; it is now under the able direction of the gentlemen of the Quebec Seminary. I am satisfied that liberal encouragement will be extended to it.

The convents of St. Joseph and Notre-Dame de Lévis continue to be well attended, and the invariably constant progress made by the pupils amply rewards those parents who send their children thither, for their sacrifices.

The model schools work very well, and the persons who direct them are deserving, in every sense, of honorable mention. They are, for the most part, pupils of the Laval Normal School.

In the two counties there are not less than 113 schools, both superior and elementary, attended by 7297 children of both sexes.

I have ascertained that not less than thirty thousand dollars are expended in the support of these schools.

Second Report.

No notable change has taken place since my first visit this year; however, I have had the pleasure of observing further progress and an increase in the number of pupils in a certain number of the schools.

I took part, in some of the parishes, in the public examinations, and I observed with satisfaction that, in each section, the parents of the pupils willingly left their numerous occupations to attend these literary festivals. At one school I counted, upon my arrival, no less than forty vehicles. There was a crowd everywhere.

The schools taught by Mr. Louis Roy and the Misses Chamberland, Chouinard, Olivier and Plante were especially excellent; I found in them some children of unusual talent. At the examination at Miss Olivier's school, at St. Nicholas, I remarked a little girl named Joséphine Desrochers, only six years of age, who could read and write well and knew the whole of the catechism, Lhomond's grammar, the elements of geography, the multiplication table, the first four simple and compound rules of arithmetic, &c.; this interesting child wrote on the blackboard some tolerably long sentences which were dictated to her, and parsed them better than several pupils of 12 and 15 years of age could do.

In public and private examinations, children of considerable ability are everywhere found; for this reason, the great importance, the necessity of establishing good schools cannot be too strongly urged. The parishes, moreover, who have the good sense to employ none but competent teachers, have reason to congratulate themselves upon the fact that the few slight sacrifices which they make to obtain them, are so amply repaid by the improvement of their children.

In the Counties of Lévis and Dorchester there are at present 7511 children attending the schools; this is an increase of 314 over the first six months of the year 1861.

EXTRACT FROM THE REPORT OF MR. INSPECTOR CRÉPAULT.

COUNTIES OF BELLECHASSE, MONTMAGNY AND L'ISLET.

The school-law works well in my district; there is not a single municipality nor a single township which does not contain a sufficient number of schools in proportion to the requirements of the population.

As regards the qualification of teachers, there remains but little to be desired. Besides the advantage which this district enjoys in possessing two academies under the wise and zealous direction of the Brothers of the Christian Doctrine, it contains three convents, two of which are taught by the Ladies of the Congregation, and the third by the Sisters of Jésus-Marie, and we have also at the head of our schools a great number of male and female teachers from the Laval Normal School, nearly all of whom discharge their duties with ability and success. The other male and female teachers make laudable efforts to emulate them, and from this results remarkable progress in all our schools.

We may say that our country teachers are now beginning to enjoy a degree of prosperity more in proportion to the great services which they render. In fact, if we compare their condition at the present day, which, if not advantageous, is at least tolerable, with the position occupied by them only ten years ago, we must admit that much has been done both to promote their physical comfort, and to improve their moral and intellectual position. It may thus be asserted that their social position has been considerably improved, and continues to be ameliorated daily. I sincerely rejoice to see these men enjoy rights and privileges which were formerly denied to us, the pioneers of the cause of education. I congratulate them upon the marks of respect, esteem and consideration bestowed upon them by society and the country at large. This change and improvement in the position of the teacher does honor to those who have obtained for him public consideration and respect.

I return this year to the charge against illiterate school commissioners. I have already, in my preceding reports, mentioned the disadvantages which result from this evil, and the inconvenience to which a municipality, under the control of a school corporation incompetent from ignorance to manage its affairs, is subjected. In my opinion this duty should be entrusted to none but persons who are able at least to read and write tolerably well, even should it be necessary, in order to effect this, to reduce the number to three.

I have frequently had an opportunity of observing that every municipality which is fortunate enough to have its Curé, or at least some educated person, in its school commission, makes a point of engaging in preference, at least for its model and superior schools for girls, the services of teachers from the Normal Schools. The sacrifice of a few pounds more is willingly made in order to place over the school persons who have gone through a course of special study, and who bring to their task a perfect system of instruction. The very reverse prevails in most municipalities presided over by illiterate commissioners. The engagement of teachers is postponed as long as possible, and this is done invariably that a smaller salary may be paid. If they do not always succeed in engaging teachers at a very low price, it is not from a regard for the competence or ability of the person whom they engage. So far as this is concerned, they are satisfied if the person whom they engage holds a diploma from the Board of Examiners.

In justice to the municipalities in this district, I must here mention that they have given proof of great zeal and love of progress by assessing themselves to double and even treble the amount of their share of the grant: this is saying a great deal in their favor. I have already alluded, in my preceding reports, to the necessity which exists for increasing the legislative grant, if the improvement which we now observe is to be permanent. It was too small from the first, and the share of each municipality is diminished after each census, in consequence of the erection of new parishes and new townships which require schools. The people who do not always understand this proceeding, which every census renders necessary, firmly believe that the government is gradually withdrawing its grant and will in the end annul it entirely.

I consider it advisable to remark here that teachers who hold academy and model school diplomas, as also the female teachers of superior schools, are everywhere well treated, but this is not the case with the teachers of elementary schools. The competition of the female teachers, who formerly obtained diplomas from the Board of Examiners with so much facility, makes it impossible for them to obtain a salary proportionate to the services which they render.

I must not forget to state that the books which the government has been pleased to give as prizes to those pupils who exhibited the greatest assiduity and application, have been productive of the most happy results.

I shall now proceed to review each municipality in detail.

I. *Beaumont*.—This municipality contains three schools: one model and two elementary. The model school, which is under the direction of Mr. Legendre, does that gentleman honor; he has succeeded beyond all expectation, and, with the assistance of a mistress, gives instruction to nearly one hundred pupils. The two elementary schools are also well kept and are sufficient for the requirements of the sections in which they are

situated. The school-law works well in this little municipality, which at present enjoys the most perfect tranquillity. The school commissioners give evidence of zeal and good-will. Mr. Chas. Letellier, their Secretary-Treasurer, a man of good education, gives them effectual assistance in the performance of their duties. The books are well kept.

2. *St. Michel* (Village).—This municipality has an industrial college and an academy for girls. The college is under the direction of Mr. Dufréne, who has given proof of ability and great activity. Three other professors have been appointed to assist him.

The academy for girls is taught by Mlle. Laroche, with the assistance of a monitress for the elementary department. This teacher, who has only lately undertaken the direction of this establishment, commenced her career under the most happy auspices. These two institutions do honor to the village of St. Michel and to the gentlemen who, by their sacrifices and zeal, have succeeded in raising the parish above the level of the others in my district.

The accounts are well kept.

3. *St. Michel* (Parish).—In this municipality there are three good elementary schools. That in the fourth range is kept by Mr. Delsin, who, for several years, has taught with energy and success. Miss Moffat, who teaches the school in the third range, is very competent and has been successful. The commissioners of this municipality do their duty well. Their Secretary-Treasurer acts in the same capacity for the village. The monetary affairs of these two municipalities are in a prosperous condition.

4. *St. Charles*.—Nine schools, one of which is a model school and another a superior school for girls, are in operation in this parish. The model school is at present under the direction of Mr. Huot, a pupil of the Laval Normal School. The superior school is taught by Mlle. Couture, who has been engaged in instruction for several years, and who has sent from her school a large number of teachers. She has given evidence of great zeal and devotion in the performance of her duty. Of the seven other schools, two have made satisfactory progress; the remaining five are of medium quality.

The accounts are regularly kept.

5. *St. Gervais*.—There are eleven schools in this municipality. The model school, in the village, has been for three years under the direction of Mr. Larue, who holds a diploma from the Laval Normal School. This young man has given evidence of ability, and the pupils taught by him have made progress. The ten other schools are of medium quality. The Secretary-Treasurer, Mr. E. Couture, keeps the accounts in a satisfactory manner. Besides these schools, St. Gervais contains a convent, under the management of the ladies of Jésus-Marie, at which satisfactory progress has been made.

6. *St. Lazare* maintains six elementary schools, which suffice for the requirements of its various sections, and all of which are kept by female teachers, who hold diplomas and are tolerably competent. The ratepayers make great efforts to maintain their schools; they are in general poor. It is almost impossible for them to continue to maintain so many schools unless they receive a supplementary grant. If any municipality is deserving of it, on account of the efforts and the sacrifices which it has made, this certainly is the one.

7. *St. Valier*.—Five schools are in operation in this municipality; they are all elementary. A school for girls has been established in the village. The commissioners are more zealous than those whom they have succeeded.

8. *St. Raphael* maintains a model school and four elementary schools. The model school is at present under the direction of Mlle. Chouinard. The other schools are sufficient for the requirements of the different sections.

9. *Berthier*.—In this municipality there are three schools which, though only elementary, are not the less deserving of honorable mention. The school taught by Mr. Langlois is well worthy of being included in the number of model schools. The commissioners are very zealous. This little municipality pays great attention to its school affairs, and neglects nothing which can promote their improvement.

10. *St. François*.—Five schools, all elementary, are in operation in this municipality;

they are of medium quality. There is a convent in this parish, under the management of the Reverend Sisters of the Congregation. An unfortunate difficulty has arisen between a former chairman of the corporation and the Secretary-Treasurer, respecting the money matters of the municipality.

11. *St. Pierre* maintains a model and three elementary schools. For the first half of the present year the model school was under the direction of Mlle. Dumais. The three other schools are well kept and taught by competent female teachers. The commissioners show very great zeal for the maintenance of their schools. The books and accounts of the corporation are well kept.

12. *St. Thomas*.—This large municipality maintains eight schools, of which one is a model school; the seven others are elementary. These latter are kept by competent female teachers, especially that taught by Miss Dalziel, whose pupils have made remarkable progress during nearly ten years, which time she has been engaged in instruction. The academy for boys is taught by the Brothers of the Christian Doctrine, who are very successful. This parish has a convent under the care of the Ladies of the Congregation; it is well attended. Besides the usual subjects, English, the piano, singing, &c., are taught here. The accounts are in good order.

13. *Grosse Isle*.—Some years since this island obtained a separate school from the Isle aux Grues, to which it was formerly attached. In consequence of the abolition, last summer, of the quarantine station, this school, which was attended solely by the children of the employés, has been closed for want of pupils. The school was only in operation six months.

14. *Isle aux Grues*.—This little municipality maintains two schools with zeal and success; one of these a model school under the direction of Mlle. Painchaud, who has been teaching for a great number of years. This lady is very competent; several of her pupils are now engaged in teaching, some of them with success.

15. *Cap St. Ignace*.—Eight schools are in operation in this municipality. The model school of the village, which is under the care of Mlle. Lachaine, a pupil of the Laval Normal School, is very well managed. The seven other schools are not very good, but are sufficient for the requirements of the sections. The commissioners of this municipality are zealous and well disposed. The registers and account books are in good order. Manifest progress has been made in this locality within the last few years.

16. *L'Islet*.—There are thirteen schools in this municipality. The model school is under the direction of the Brothers of the Christian Doctrine. Besides the usual subjects, English, drawing and singing are taught at this institution. The academy for girls is under the successful management of Mlle. Languedoc. The eleven other schools are all well kept, especially those taught by Mlles. Cloutier, Boucher, and C. Fortin. The Secretary-Treasurer performs his duties with order and regularity.

17. *St. Cyrille*.—There are three schools in this small new municipality. All three are taught by competent female teachers, one of whom has no diploma. The ratepayers, although generally poor, make considerable sacrifices to maintain their schools.

18. *St. Jean Port Joli*.—This large municipality maintains ten schools, of which one is a model school and nine are elementary. Mlle. Letourneau, who teaches the model school, does very well. The other schools are well kept and supply the wants of their sections. The accounts are in perfect order.

19. *St. Aubert*.—Five schools are in operation in this municipality. These schools are all kept by competent female teachers who hold diplomas. The commissioners are full of zeal and goodwill.

20. *St. Roch des Aulnaries* maintains eleven schools; all good, and kept by female teachers who hold diplomas. Mlle. Langlais, who teaches the school for girls attached to the church, and Mlle. Pelletier, who keeps that on the lower beach, have done very well and are deserving of honorable mention. The pupils of Mr. Hudon, who teaches the Fabrique school, have made wonderful progress under him, especially in caligraphy and French grammar. It is to be regretted that difficulties have arisen with respect to the mill school, kept by Mlle. C. Cloutier.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR BARDY.

COUNTIES OF QUEBEC, MONTMORENCY AND PORTNEUF, AND CATHOLIC POPULATION OF THE CITY OF QUEBEC.

First Report.

I do not venture to assert absolutely, in this report, that the progress which I have observed in the schools which I have visited during the past winter and spring, have been of the most satisfactory nature; the extract from the statistics which I have the honor to submit to you, will enable you to form an opinion respecting it. A few remarks which seem to me worthy of your attention will serve to relieve me from the necessity of repeating the observations of each half year.

1. The school municipality of *St. Michel de Beauport*, composed of some concessions detached from Beauport, and which was lately erected by you for the advantage of its ratepayers, has been subjected to some difficulties which have arisen between its commissioners and those of Beauport. But I have every reason to believe that these will be entirely done away with by your decision, to which both municipalities must conform. More than 80 children attend the only school established in this place. Under a competent master, no doubt can be entertained of its success.

2. In *Valcartier* there are three schools under the control of Protestant commissioners; they are attended by about 150 children, of whom 80 are Catholics. One is kept by a Catholic female teacher, who succeeds in giving satisfaction to all interested.

3. *Laval*, the school affairs of which are managed solely by the Curé, the Reverend Mr. Colford, who is chairman of the commissioners, and which is divided into three sections, has, however, in consequence of its poverty, but one school in operation.

4. In *Château Richer*, although that municipality, owing to former and incessant contentions, is still in debt, the centre school has been divided and a model school for boys established, which is successfully taught by Mr. Girardin, a teacher educated at the Laval Normal School; the girls have been left under the management of Mlle. Portelance, the former teacher. The former has 42, and the latter 45 pupils. At the other two schools 83 children receive instruction, giving a total of 170.

5. *St. Anne*, with two schools, educates about 120 children, and has commissioners who manage its affairs quietly and successfully.

6. *St. Joachim* has also two schools. That in the centre of the municipality is attended by about 120 children. The Curé, the Reverend Mr. Provencher, the chairman of the commissioners, is anxious, as I myself also am, to provide a male teacher for the boys and a female teacher for the girls. The school house is fine and roomy, and the interests of the children would seem to render this change necessary.

7. At *St. Tite des Caps*, in the school lately established, so to speak, in the depths of the forest, there are 50 pupils; it is entrusted to a young female teacher who manages it successfully.

8. *St. Féréol*.—This parish, always a poor one, has located its single school, which was formerly situated in the centre, at the southern extremity of the municipality for three years, proposing to remove it subsequently to the northern extremity for a similar period of time, and then to bring it back to the centre. This extraordinary system can never produce well educated pupils, as each of the three sections can only enjoy the benefits of education at intervals of six years.

9. The three schools at *Angé Gardien* continue nearly in the same condition as formerly, well disciplined, but ill-attended. Mr. Tardif, the teacher of the central elementary school instructs several of his pupils in composition, epistolary style, book-keeping, geometry and linear drawing.

10. *Beauport* has five schools, attended by nearly 400 children. In some of these schools several of the pupils are in want of books. In each of them, a considerable number of pupils are learning English.

The female teacher of school No. 3 teaches the use of the globes. Mr. Paquet, of No. 1, teaches book-keeping, composition, and epistolary style. Miss Vallée, of No. 5, is an excellent teacher; and she also teaches composition and epistolary style. The commissioners of this municipality are very active and use all possible exertions to meet their engagements and to liquidate debts which had been previously contracted.

11. *St. Laurent* possesses three schools, one of which is a model school, kept by Mr. Lapierre, who teaches all the branches required in a school of this kind. The other two are elementary schools, and would shew more success if the pupils were more assiduous. I think that I have succeeded in persuading the commissioners to construct a new school-house in section No. 2, the want of which has been felt for some time.

12. In *St. Jean*, a parish which has the reputation of being wealthy, I was grieved to find that an attempt was being made to reduce the teachers' salaries; and the proceeding seemed the more unjust from its being directed against those teachers who, by their ability and praiseworthy conduct in every respect, really deserve the greatest encouragement. The central academy, kept by Mr. Mignault, is each year the scene of new difficulties on the subject of salary. The commissioners, who are illiterate, mean and stubborn, would like to gain possession of the subsidy granted to this superior school, but at the same time to engage a second class teacher at a low figure, in order, as they say, to lighten the burdens of the supporters of the other two schools. Educated and well disposed persons, who reside in the locality, can never succeed in being elected commissioners, as thirty proprietors in easy circumstances (pilots and others) are compelled to absent themselves from the parish at the time of the election, so that the field is left clear for the farmers who are ostensibly opposed to education. These thirty proprietors, who are desirous of encouraging a good superior school, begged of me to obtain a change in the time of election, fixing it in January, in order that they may be enabled to take part in it. Section No. 3 could send at least 40 pupils to the school, and yet it happens during some months that the teacher sees only three or four; and on the day of my last visit, although it was previously announced, I only met seven or eight children. I then advised the commissioners to close the school, unless they could succeed in inducing the parents to send their children more regularly.

13. *St. François*.—At this parish there are two schools which are not attended very assiduously. The children, moreover, are withdrawn from school too soon, so that their progress can never be very brilliant.

14. *Ste. Famille*.—The convent of the Sisters of the Congregation is attended by 60 little girls, 45 of whom are boarders and the rest day-scholars. The use of the globes, composition, epistolary style, linear drawing, vocal music, embroidery, reading, &c., &c., are taught with great success. More than 40 little boys are taught at the model school kept by Mr. Prémont, an able graduate of the Laval Normal School.

15. *St. Pierre*.—200 children attend the three schools in this municipality. Progress the same; no notable change; there are but few talented children.

16. *St. Catherine*.—There are four schools in operation here under the system of voluntary contribution. Although the commissioners meet with some difficulty in collecting the contributions, the schools are tolerably successful. Mr. McDonald, of No. 4, has made his pupils very efficient, particularly in arithmetic; Miss Kenny, of No. 3, manages her pupils admirably, and teaches them English and French very well.

17. *St. Raymond*.—This municipality contains six schools, of which three are French and three Protestant and English, all under the control of the same commissioners, one of whom is a Protestant, who attends to the English schools. All these schools are tolerably good.

18. *St. Basile*.—The four schools in this municipality are also passable without being in a flourishing condition; they are attended by 186 children.

19. *Cap Santé*.—This school municipality contains five school sections under control and a boys' school under the direction of trustees, independent of the commissioners. There are, besides, three dissentient schools, one of which, kept by Mr. Miller, is making great progress in book-keeping, geometry, mensuration, trigonometry, algebra, linear drawing, composition, music, &c. It is a good model school.

20. *Deschambault* has only five school sections since *St. Alban* has been erected into a municipality; but there are still about 280 children in the schools, which are, as before, well conducted and give universal satisfaction. Reverend Mr. Belanger has, with the most praiseworthy zeal, succeeded in erecting a fine convent near the church, and nuns are shortly expected who will find 50 young girls prepared to receive instruction.

21. *St. Alban*.—A new school municipality, and still poor, which has, nevertheless,

four school-sections in full operation; the commissioners as well as the ratepayers shew great zeal for their schools, in which upwards of 180 children could receive a good education.

22. *St. Casimir*.—This municipality only contains two sections, the two schools of which furnish instruction to upwards of 160 children. The central school, directed by Mr. Laquerre, has 57 male and 53 female pupils; it could be divided to allow of a female teacher for the girls. I attempted to obtain the sanction of the commissioners to this project, but they pretended that it would be difficult to raise the funds required to keep up these two schools.

23. *Grandines*.—In five sections there are only four schools in operation. In section No. 3. I found that the premises rented for the school were not suitable. The children were too much crowded together, and were continually exposed to be disturbed by the noise of a number of young children belonging to the family in the neighboring house. I therefore urged upon the commissioners and taxpayers, who are in easy circumstances, the necessity of building a new school-house, but without success. These four schools receive at least 230 scholars. The male and female teachers perform their duties very zealously.

24. *Ecureuils*.—The teacher of the only school in this small municipality, Miss Valières, performs her duties with talent and success. The children, 110 in number, like their school and repair to it with eagerness. All the branches required in a school of this nature, including English, are there taught.

25. *Pointe aux Trembles*.—This municipality contains five sections, and a sixth will soon be added. In an upper concession of the parish the ratepayers are erecting a school-house, which will be fit to receive pupils in the commencement of July. In the central section there is a model school kept by Mr. Lefebvre, a talented young teacher, who instructs upwards of 50 young boys with great success. This school which has been established about a year, has been confirmed by you; the commissioners, nevertheless, with inexcusable meanness, do not seem now to desire the school, and have even refused to re-engage the teacher, against whom they acknowledge that they have no ground of complaint. The convent of the Sisters of the Congregation, now under control, has 23 boarders and 50 day scholars. The little girls receive an excellent education there, and are even taught branches which really belong to a model school, in addition to embroidery, sewing, &c.

26. *St. Augustin*.—Upwards of 200 children are admitted to the four schools of this municipality. There is a model school kept with success by Miss Tapin, a pupil of the Laval Normal School. The other schools, as a general rule, are well kept, and I would specially mention No. 4, kept by Miss Watters, also from the Laval Normal School. English is taught in both these schools.

27. *Ancienne Lorette* has six school sections, where upwards of 300 children receive instruction. The schools should be better inspected by the commissioners. Nevertheless, in schools Nos. 4 and 5, kept by Mr. Hamel and Miss Roberge, there has been marked improvement among the pupils.

28. *Cap Rouge*.—There is only one school here, kept by Miss Laroche, who has a model school diploma; she has about 70 pupils, 18 of whom learn English. This young lady has a great deal of work, because before she took charge the pupils had been sadly neglected.

29. *Ste. Foye*.—In this municipality the only school in operation is kept by Mr. Letourneau, who holds a model school diploma from the Laval Normal School. This school is attended by more than 60 children, a few of whom are learning book-keeping, composition, and epistolary style; 30 pupils learn English.

30. *St. Ambroise*.—The seven schools under control impart instruction to 360 children. All these schools, under the zealous care of the Curé, are generally successful. French grammar is well learned, particularly at the central school, where the pupils are well grounded in parsing, composition, and epistolary style.

31. *Charlesbourg* has five schools in operation under control, which receive about 250 pupils; also, an independent English school, kept by Miss Boyne. The model school,

kept by Miss Paradis, was very good; but I have learned with sorrow since my last visit, that the school commissioners had discharged her to make room for another teacher.

32. *St. Dunstan*.—Of the two schools in this municipality, one is Protestant with 44 pupils, some of whom have made considerable progress; the other is Catholic and receives 32 pupils. These schools are both in want of a number of indispensable articles.

33. *Stoneham* has only one school. The children are far from being assiduous and the teacher is indifferent. I found no progress.

34. *St. Columban de Sillery*.—There are three sections and three school-houses. In each house there are two schools, one French and one English. The commissioners have made, and intend to make, great improvements in these buildings. The schools are attended by 280 children. The teacher instructs the pupils in the use of the globes, some geometry, linear drawing and book-keeping.

35. *St. Rochs, Banlieue*.—The Sisters of the Congregation teach four classes, one of which, under control, shews some young female pupils of capacity. The total number of scholars receiving instruction is from 310 to 320. Another school of about 60 pupils is kept in the village of Ste. Angèle; if it were not for the careless attendance of the pupils more progress would be made. The Oblat Fathers are building a fine school-house near the St. Sauveur Church, in which they purpose placing teachers of some religious order. Since the beginning of this month a third school has been opened near the Dorchester Bridge in the village of St. Charles, where there are already about 100 pupils. For some time previously the want of a school had been felt, and I am pleased that this year I have been successful in persuading the commissioners to open this school for the advantage of both the ratepayers and the children in the locality. I can bear testimony to the active zeal of the commissioners. What obstacles and prejudices, nevertheless, have they not had to contend with before attaining their object—their predecessors having refused to tax that part of the municipality and having advised the people to oppose the establishment of a school there!

36. *City of Quebec*.—Three schools under control are kept by lay teachers: Mr. Dion, in St. Rochs' Suburbs; Mr. Dugal, in St. John's Suburbs; and Miss Farley, in the Lower Town. These three schools give instruction to upwards of 150 children, and do much good in their respective localities.

The Christian Brothers keep classes under control in St. Rochs, at the Glacis, and at Cap Blanc, in which about 1100 pupils are taught, apart from six independent classes which are attended by upwards of 600 children. The education imparted by these good men is very judicious. The best linear draughtsmen are found in their schools.

The Sisters of the Good Shepherd instruct some pupils who are very proficient in parsing, composition, geography, and the other branches; they have upwards of 330 pupils. The Sisters of Charity teach at the Glacis eight classes, viz., five French and three English, in all teaching 354 pupils; and at Cap Blanc three classes, viz., two English and one French, with 210 pupils.

At the convent of St. Rochs there is only one class of day-scholars under control, which is very successful.

There are 45 independent Catholic schools in the city; among them may be found some very superior commercial and literary schools and academies, kept by Messrs. Sweeny, Malone, Lafrance and Donnelly, who educate a large number of pupils. The other elementary schools are also well attended.

Second Report.

In several school municipalities I have had wrongs to redress, some difficulties to overcome, and a number of affairs to regulate. I remarked that a great deal of progress had been made in many of the schools. I think it would be of importance to prepare rooms for the teachers, both male and female, in every school-house, and to compel them to reside in them. By the present system the children, left too often to themselves, are deprived of that supervision which should be exercised over them during the hours of recreation. In winter, moreover, they generally suffer from cold, as the house is heated too late for them to be comfortable. The house, in addition to this, becomes deteriorated

in value when there is no fire from half-past three o'clock in the afternoon till the following morning, and particularly from Friday night to the following Monday morning. I have remarked that teachers who board elsewhere continually complain that the house is cold, while the contrary is the case with those who live on the premises. In order that I shall not be found repeating the same observations twice during the same year, I may confine myself in the present report to a description of the changes which I observed during this visit.

COUNTY OF MONTMORENCY.

1. *Chateau Richer*.—Mr. Girardin's school has produced some scholars, out of 53 little boys who attend it, very proficient in grammar and arithmetic. Writing and composition are taught there; 16 pupils learn English. School No. 2, kept by Miss Portelance, is well conducted and receives 51 little girls, a large number of whom learn grammar and composition successfully; 14 learn English. The two other schools are tolerably well conducted.

2. *St. Anne* has two schools with 116 children, who have learned more grammar and arithmetic than usual.

3. *St. Joachim* has 147 pupils in the two schools. The school in section No. 1 shews great signs of progress, particularly in grammar.

4. *St. Tite* has only one school, which the teacher conducts with zeal and success, although the pupils are very young.

5. *St. Féréol* has only one school, the pupils of which, 95 in number, are strictly supervised by their teacher, who succeeds admirably in bringing them forward.

6. *Ange Gardien*.—Mr. Tardif, who conducts the central school, keeps more of a model than an elementary school; some of the pupils are taught composition, book-keeping, geometry, and linear drawing; 11 also learn English. The two other schools are as well kept as possible.

7. *St. Laurent* has three schools, one of which in the first section is well conducted by Mr. Lapierre, who is successful in teaching all the necessary branches to 84 pupils. I think I have succeeded in obtaining the consent of the commissioners to the construction of a school-house in section No. 2, where the children have hitherto been inadequately provided for.

8. *St. John* has 200 pupils in its three schools. The school in section No. 2, kept by Miss Corbeille is progressing. Grammar, parsing, composition, and arithmetic are well taught there. The central academy, kept by Mr. Mignault, who teaches English to 32 and Latin to several scholars, is worthy of special notice for problems of arithmetic, grammar, analytical and logical parsing, the use of the globes, &c. The school in section No. 3 is not very good, owing to the indifferent attendance of the pupils.

9. *St. Francis* does not progress much with its two schools, because the children are not attentive, and are, moreover, withdrawn by their parents as soon as they have taken their first communion.

10. *St. Famille*.—The convent school, which receives 50 boarders and 25 day-scholars, is very good. The little girls who attend it learn arithmetic, grammar, composition, parsing, the use of the globes, drawing, vocal music, sewing, embroidery, &c., well; 25 pupils learn English. The model school in No. 1 is kept by Mr. Prémont, who has done much for the advancement of his 50 pupils. The requisite branches are there taught with care.

11. *St. Pierre*.—The three schools of this municipality are in the same condition. I think, however, that they are kept with care, and produce good results.

COUNTY OF PORTNEUF.

12. *Cap Rouge*.—The only school established here, is a model school; it is kept by Miss Paradis, who has been very successful as a teacher in another municipality. Progress will evidently be the result under this talented teacher's direction. English is taught to 22 children.

13. *St. Augustin*.—Miss Tapin's school instructs 87 pupils with great success, and 29 of these learn English. School No. 4 is attended by 63 children, who receive excellent instruction from Miss Watters, who keeps her school in good order. Several children learn English. The school kept by Mr. Huot in No. 3 would be more progressive if the pupils were more attentive to their duties. I regret to be compelled to declare that the school in No. 1 is only a school in name, as we rarely find more than 10 pupils in attendance. The teacher is discouraged at meeting but four or five pupils during the greater part of the time. My remonstrances on this subject have hitherto produced no effect.

14. *Pointe-à-Trembles*.—The central school kept by Mr. Lefebvre is making progress; the pupils learn grammar and parsing with success; composition, book-keeping, geometry, geography, the use of the globes, and English are taught with care. Mr. Vallière's school in No. 3 is very good; the pupils are making some progress in grammar, arithmetic, composition, and English. I cannot give a favorable report of sections 1 and 4, where but little progress is apparent. I have now to allude to the excellent school kept by the Ladies of the Congregation, whose pupils, 70 in number, learn with success more than is expected in an elementary school. In addition to grammar and parsing, arithmetic, the use of the globes, &c., they learn English, sewing, embroidery, and instrumental music.

15. *Ecurculs*.—There is only one school in this municipality. It is a model school, the teacher of which, Miss Vallières, shews indefatigable zeal in teaching 116 pupils, who have made great progress in reading, writing and English. I need scarcely say that grammar, parsing, composition, arithmetic, &c., are also successfully taught there.

16. *Cap Santé*.—Of the five schools in this municipality, that of No. 5, kept at Portneuf by Mr. Fecteau, is the best. This teacher, who receives 118 pupils, 19 of whom learn English, gives himself much trouble to teach everything required in an elementary school. The four other schools do not progress as I could desire. Of the three dissentient schools at Cap Santé, Mr. Miller's is the only one which deserves any commendation. He also keeps a model school at Portneuf with success; his pupils make extraordinary progress in arithmetic, geometry and algebra. He also teaches the use of the globes, mensuration, bookkeeping, vocal music, &c.

17. *Deschambault* has five schools, exclusive of the convent lately opened to a large number of young girls, who have the advantage of obtaining there a solid and at the same time a religious education. This establishment, which is of stone, has been constructed under the able superintendence of the Curé of the parish, assisted by his parishioners, and reflects great credit upon this important parish. The model school, kept by Mr. Belleau, is progressive as usual, and the pupils display great emulation in the pursuit of their studies. The other schools, kept by female teachers, shew great application and assiduity on the part of those who have charge of them.

18. *St. Alban*.—There are four school sections in this municipality. The schools kept by Miss Darveau in No. 1, and Mrs. Douville in No. 2, shew considerable progress. They are both good elementary schools. The children who attend the two other schools are not so far advanced, but then they have been more recently established.

19. *St. Casimir*.—The school in section No. 1 kept by Mr. Laquerre, who has charge of 102 pupils, would no doubt shew more progress if he had not such a large number under his care. The school in No. 2 is tolerably good.

20. *Grandines*.—This municipality has only four schools in operation, although there are five school sections. The commissioners however, seem to be disposed to re-open the fifth school so soon as the ratepayers have constructed a school-house. In the four schools now in operation, the pupils have made considerable progress, particularly in sections 1 and 2. Generally speaking, arithmetic and grammar seem to be better cared for in these schools, and the teachers appear to devote their undivided attention to the instruction of their pupils.

21. *St. Basile*.—Four schools, three French and one English. They are well kept, particularly Nos. 4 and 1.

22. *St. Raymond* has three French Catholic schools and three English Protestant

schools. The three French schools succeed tolerably well, and the pupils have made great progress, especially those under the direction of Miss Gravelle, of No. 3. Of the three English schools, I can only speak favorably of the school at Bourg-Louis, kept by Mrs. Widow Henry. In this school I remarked more emulation, and more assiduity in attendance on the part of the pupils.

23. *St. Catherine*.—I here found four schools in operation; the one kept in No. 2 by Miss Kenny, who teaches both French and English, is an excellent school, and the children make great progress. The school of No. 1, where the children are all Canadians, is well conducted by Miss Jobin, whose exertions are rewarded by success.

COUNTY OF QUEBEC.

24. *Beauport*.—There are five schools which work well in this municipality. Miss Turgeon of No. 3 has 100 pupils. Among other branches, grammar, parsing, composition, geography, arithmetic and book-keeping are successfully taught; 15 pupils learn English. At No. 2, Miss McQuillan teaches 60 young girls. There is evident progress in grammar, arithmetic and English. Mr. Paquet, of the school in section No. 1, has 74 little boys under his care, a large number of whom learn grammar, parsing, composition, the rules of arithmetic and book-keeping; 15 pupils learn English. The school kept by Miss Vallée, of No. 5, receives 116 pupils, who nearly all shew improvement. This respectable mistress teaches rules, grammar, composition, parsing and English to about 20 children with great success.

25. *St. Michel de Beauport*.—There is one school in this parish, which is attended by more than 80 children, but they are not far advanced. They are instructed particularly in reading, writing, the rules of arithmetic and some grammar.

26. *Charlesbourg* has five schools under control, three of which succeed very well, because the children are attentive and the teachers display more zeal. Miss Stuart, the teacher of No. 4, has effected a complete reform in the school of that section, the children of which had been neglected. I was agreeably surprised during my last visit to find that a number of these young pupils shewed great progress in grammatical exercises, composition and the rules of arithmetic. The model school in No. 1, kept by Miss Vallée, works well, considering the ability of the pupils. Grammar, composition, parsing, arithmetic, mensuration and linear drawing are taught with care; 18 pupils learn English, and seven are able to translate that language. In No. 2 there is an independent school with 81 pupils who are young and are not far advanced. Miss Clément keeps an elementary school in No. 3, and, as usual, with application and success; 66 children attend it.

27. *St. Ambroise*.—The schools of this municipality are evidently progressing under the able superintendence of the Curé. The commissioners have established a new school in the St. Ignace range, where there are upwards of 50 pupils.

28. *Ancienne Lorette*.—The best school of this municipality is in No. 4. It is kept by Mr. Hamel, whose pupils shew great progress. The schools of Nos. 1 and 9 work very well, and I hope that the three others will be as successful as I have reason to hope. The commissioners of this municipality are about erecting a school-house in the centre of section No. 6. The want of this school-house has been for a long time felt, and I perceive with pleasure that the ratepayers are engaging seriously in the work, in spite of the opposition of several who wish to build on the old site, to the disadvantage of a large number of children who would be prevented from attending the school on account of the distance and their want of means.

29. *Stoneham* has only one Protestant school which does not progress as I could desire.

30. *St. Dunstan*.—Of the two schools in this municipality, the Protestant school has made the most progress, and the children are generally assiduous and talented. I regret that I cannot speak favorably of the other school, which changes its teacher too frequently. The trustees and ratepayers scarcely ever agree when a choice is required. The school is often closed, and the children remain in ignorance.

31. *Ste. Foye*.—The model school kept in this municipality by Mr. Letourneau works

well, and the children learn grammar, parsing and composition. Several have completed their course of arithmetic, book-keeping, and the use of the globes. 25 learn English.

32. *St. Colomban.*—The commissioners of this municipality have made considerable repairs to the school-houses of the three sections. The schools work well.

33. *St. Roch and Bantiewe.*—In this school municipality the Sisters of the Congregation of Notre Dame have opened at St. Sauveur two new classes, which are attended by 226 pupils. If we add to this number that furnished by the four formerly established, we have a total of 441 young girls. As to boys, four classes have lately been established at St. Sauveur, including a model school, kept by Mr. Plante, a graduate of the Laval Normal School; the number of pupils who attend it reaches 301. In this locality, the school commissioners very zealously second the exertions of Revd. Father Durocher, superior of the Oblat Fathers, who has succeeded in obtaining the erection of a good and spacious brick school-house, which is temporarily occupied by the nuns and which will soon be set apart for the use of the Christian Brothers for the education of boys, as soon as a new school-house, which is soon to be built, is ready for occupation by the nuns and their pupils.

CITY OF QUEBEC.

34. *Christian Brothers' school and Nuns' school under the control of the school commissioners.*—It will be sufficient to give the number of children who attend these valuable institutions, to avoid a repetition of the well-deserved praises which I have accorded to them in my former reports. Upwards of 1500 little boys are instructed at the Christian Brothers' school, and 325 also receive instruction at their classes which are not under control. The nuns give instruction to nearly 1200 young girls.

Mr. Dugal in St. John's suburbs, and Mr. Dion in St. Roch's suburbs, keep elementary schools on a good footing, which are attended by a large number of boys. These two teachers do a great deal of good in their respective localities. They are attentive to the performance of their duties, and give general satisfaction.

INDEPENDENT SCHOOLS.

Among the numerous independent schools in the city, I shall only mention the academies kept by Mr. Sweeney in the Upper Town, Mr. Lafrance in St. John's suburbs, and Mr. Gaurin in St. Roch's, under the auspices of Mr. Inspector Juneau. They apply themselves particularly in these good schools to commercial instruction, which is so advantageous to the children who reside in a city, and I have the satisfaction, when I visit them, of admiring the progress they have made.

The number of independent Catholic elementary schools for both languages increases every year. We must conclude from this, that the benefits of primary and superior education are every year better appreciated by the Catholic population of Quebec.

EXTRACT FROM REV. MR. PLEES' REPORT.

CITY OF QUEBEC (PROTESTANTS).

I have the honor to report to you the results of the examinations recently held by me in my visits to the schools under my charge, and have sincere pleasure in stating the efficiency and progress which they all, more or less, exhibit.

1. *St. Louis District, (School No. 1, conducted by Mr. R. C. Geggie.* From this school several of the more advanced pupils have been removed since the last semi-annual inspection, some having been placed at the high school and others bound to tradesmen or sent to earn a livelihood in various occupations; of the remainder, some have been very irregular in their attendance, and their progress at school has in consequence been much retarded. The proficiency shown by those whose attendance has been regular is creditable both to themselves and their teacher. In arithmetic, geography, and sacred history, the answers to my questions were in general prompt and correct; in arithmetic, several difficult

questions were readily and correctly worked out. One exercise in English composition was particularly good. I distributed several prizes.

2. *St. Louis District, School for girls*, conducted by Miss Geggie, has much increased in number since the last examination, and is in a very efficient state. The elder children answer very creditably in geography, English grammar, and sacred history. One exercise in writing from dictation was without a mistake, the others of average correctness. The writing was of a middling character. I saw one very good exercise in composition. I distributed several prizes.

3. *St. Roch's Suburbs District, School No. 1*, kept by Mrs. McCord, is in a prosperous state, having an average attendance of 30 pupils of either sex. The results of my examination were very satisfactory as regards reading, orthography, writing, geography, and sacred history; the writing was particularly good. In English grammar, composition, and History of England, I hope to find greater proficiency at the next examination. I distributed prizes.

4. *St. Roch Suburbs District, School No. 2*, conducted by the Widow McLean and two daughters. I examined this school in the several branches taught in it, and found it in a satisfactory state. The answers in geography and sacred and English history were most creditable. In English and French grammar, and in writing from dictation, they were less so. I awarded prizes.

5. *Champlain Street District School*, kept by Mr. J. Lloyd, assisted by Miss Lloyd. There were present on the day of examination 52 children of either sex. They are making considerable advancement in reading, spelling, writing, English grammar and geography. In the last-named branch especially, the answers to my miscellaneous questions were such as to evidence the assiduity and system with which it is taught. I had much pleasure in awarding the prizes. The long-felt want of a commodious and substantial school-house for this district will soon, there is reason to hope, be supplied—the foundation being already commenced. It is expected that the building will be ready for use next spring.

6. *St. Foye and Bantique Dissident School*, conducted by Mr. Purdie. Examined this school in reading, spelling, writing from dictation, sacred history, composition, English grammar, writing, geography, roots and definitions of words, arithmetic, history of England, book-keeping and mensuration, in all of which, except dictation, exercise and composition, the children acquitted themselves very satisfactorily. Some very creditable specimens of needlework, done by the girls under the direction of Mrs. Purdie, were exhibited; and at the close of the day's examination, a portion of a hymn was nicely sung.

7. *The Dissident School, Municipality of St. Roch*, taught by Miss Gillespie, was examined in all the branches of instruction pursued in it: reading, spelling, writing, orthographical exercises from dictation, English grammar, history of England, sacred history, arithmetic, geography, roots and definitions of words, and French grammar. The results were highly satisfactory.

8. *The Dissident School, St. Colomban de Sillery*, under the charge of Miss Sturrock. The branches taught in this school are reading, spelling with definitions, writing, English grammar, geography, sacred history, and arithmetic; in these a very satisfactory progress has been made since the last examination.

The trustees of this school propose to erect for it a suitable building; I hope to be able to state in my next report that something has actually been done in furtherance of so desirable an object.

EXTRACT FROM THE REPORT OF MR. INSPECTOR HUBERT.

COUNTIES OF ST. MAURICE, MASKINONGÉ, AND CHAMPLAIN.

Our schools are generally successful, and I have reason to be well satisfied with the administration of the greater number of the commissioners.

The local contributions are notably on the increase; in nearly every locality they are double the amount of the legislative grant.

Relying no longer on the aid of the Department for the erection or repair of their school-houses, they have resolved to trust to local resources only, and have set themselves to work.

Particular attention has been paid to the selection of teachers, and care has been taken to engage none who are not provided with diplomas. The refusal of the grant with which you had threatened certain municipalities has produced the desired effect.

Since my general visit, begun in February and terminated in June last, several new municipalities have been formed. I shall refer to them in my next report, as I am about to visit them during the present winter.

I shall not enter into details respecting the municipalities, as I have reported to you at the time any circumstances of importance that have occurred.

In some localities I have had to encounter an obstinate refusal to submit to the requirements of the law and to the rules of the Department, those more particularly which relate to the system of distributing school moneys among the sections, and those relating to the levying of the assessments; but your authority has in all cases prevailed. The same spirit has been manifested by certain bodies of commissioners when I attempted to overcome their refusal to repair some school-houses which had become untenable. These cases are not often met with.

In the course of last year I have been obliged to revise and correct the accounts and minutes of some of the Secretary-Treasurers, to make several enquiries into difficulties which had arisen respecting the sites for school-houses and complaints by or against teachers. Everything has been settled without disturbance; and, with the exception of the case of the *banlieue* of Three Rivers, a disposition to submit to the decision of the Department has been manifested.

It is evident that considerable progress has been made in education.

EXTRACT FROM THE REPORT OF MR. INSPECTOR BOURGEOIS.

COUNTIES OF DRUMMOND AND ARTHABASKA, AND THE ROMAN CATHOLIC SCHOOLS OF CHESTER, TINGWICK, KINGSEY, AND DURHAM.

During the past year there have been 71 schools or educational institutions of every description in operation in my district, at which 2,998 scholars have been in attendance—showing an increase over last year of five schools and 407 scholars.

It is to be remarked, however, that in two municipalities, Tingwick and St. Bonaventure d'Upton, the number of schools has been smaller this year than last year, for the following reason: on account of the heavy pecuniary embarrassments in the school affairs of Tingwick towards the close of the year 1860, and caused by the malversation of certain of the employes of the commissioners, all the schools were closed, and it has not been possible, during the present year, to re-open a greater number than that stated in the table of statistics annexed. I may assure you, however, that no means will be neglected to re-open the remainder in the course of next year, or at least so soon as the difficulty I have just referred to is finally settled.

As regards St. Bonaventure d'Upton, it is in consequence of my often repeated suggestions that the commissioners of this municipality have reduced the number of their schools. The corporation not having means to subsidize, even to a moderate degree, the four schools it formerly possessed, it followed that they were very inferior; by reducing the number to two, the commissioners will be able to maintain them on a respectable footing and obtain satisfactory results. I hope that they will not endeavor to do more for the present, and that they will again increase the number of their schools only when their means and the increase of the population will enable them to do it with advantage.

You will, I hope, be pleased to learn that during the year which has just expired, two academies have been established in the villages of Acton and Drummondville. These

two important villages could hardly continue without an institution of this kind; the want had long been felt, and it is with pleasure that I announce to you the realization of the project which had been formed last year. The academy at Acton has already been several months in existence and promises well; that at Drummondville has just been opened. In both places the Reverend Curé's exhibit so much zeal and attention in the direction of these institutions, that there is every reason for being sure of their complete success.

The academy at St. Christophe, or rather at Arthabaskaville, continues to work well, and gives perfect satisfaction to those interested and to the friends of education in its vicinity. In view of the importance of its position and its success hitherto, this institution is destined to be of great value, provided the pecuniary embarrassments of the former municipality of St. Christophe have not the effect of paralyzing its development and progress.

During the present year five new school municipalities have been erected in the counties of Drummond and Arthabaska. These five municipalities are formed of groups of very considerable settlements, which formerly formed part of other municipalities from which they received but little attention in consequence of their remoteness. In nearly all, measures have been taken to obtain a number of schools adequate to the wants of the population, and I am certain that at present there are already several in operation; of this I have no official knowledge on account of the time of the year and the state of the roads, which only admit of travelling during the winter season; as soon as the first snow-roads are formed I propose to go there and aid the commissioners to complete the organization of affairs; and I predict that the statistics next year will be an encouraging proof of the necessity of the erection of these new municipalities.

The separation of the village of Arthabaskaville from the school municipality of St. Christophe is also a measure which will exhibit good results, as the interests of the rate-payers in these two localities are at variance and difficult to conciliate.

I will not refer to the difficulties which have arisen in the working of the law during the past year; I have made special reports upon them when they presented themselves. I will only add that they have been, for the most part, of trifling importance and easily arranged. We no longer meet with systematic opposition to the operation of the law. It may be said that every one is satisfied, and the few difficulties which have arisen have been accidental and caused by questions of boundary, money, &c., and not by that factious opposition which we formerly met with in many parts of the Province, and which has entirely disappeared, at all events in my district. I have also to state that the law is everywhere carried out in good faith, and that these interested have, on every occasion, given proof of much goodwill, and that when they give way before difficulties it is only because they are insurmountable. In many cases, indeed, I am surprised at the results obtained, when I reflect upon the limited means at the disposal of such poor municipalities as those under my jurisdiction; those which do not deserve these praises are few in number.

A glance at the table of statistics will shew how small a share of the moneys voted by the Legislature these municipalities have received, these having been distributed in accordance with the census of 1851, when the population of the Eastern Townships had only just begun to increase. It is true that the distribution of the moneys to be made in accordance with the census of the present year, will be greatly to their advantage; but even then, the means will not be in proportion to the goodwill of these courageous people, who have hitherto accomplished almost impossibilities, in many cases, to procure education for their children.

In municipalities less in need and of older organization, the teachers are liberally paid and the schools well furnished and attended; but in many of the poor and recently organized municipalities there is much to be desired in this respect. I hasten to add, however, that sensible improvement is evinced every year, quite as great as can be expected under the circumstances.

Of the 71 schools in operation in my district, 57 are kept in houses belonging to the school commissioners; this considerable number of school-houses exhibits the goodwill of

the ratepayers, especially when we consider that the greater number of them have been built during the period that the Department have not been able to assist in their erection.

A great number of the schools are yet unprovided with the necessary furniture and especially with maps, the commissioners having applied all the means at their disposal to the erection of school houses. But, this being now accomplished, no time will be lost in procuring the necessary equipment as rapidly as circumstances will permit.

There are still a few municipalities the finances of which are in bad order, and who have long-standing debts of very considerable amount; their number, however, is reduced every year, and I hope before long to see their money matters everywhere in a flourishing condition.

EXTRACT FROM THE REPORT OF MR. INSPECTOR MAURALT.

COUNTIES OF NICOLET AND YAMASKA.

1. *St. François*.—The schools here progress rapidly; this is due, no doubt, to the good selection of teachers. The six schools in this parish are attended by 325 children. The model school of the municipality No. 1, kept by Mr. DeLottinville, contains the large number of 150 scholars. I cannot say so much for that in the municipality No. 2, in which at the time of my visit there was but a small number of children. As the teacher is thoroughly qualified in every respect, I regret that she has not a larger field for the exercise of her talents. The other schools, with the exception of that in the St. Antoine concession, are well attended and the pupils are making progress.

The commissioners are zealous in the discharge of their duties, as are also the secretaries.

The ratepayers in sections Nos. 2 and 3 are at work, I am told, getting the lumber necessary for building. The village school-house is a pretty building which cost the section £150.

The local contributions for this year amount to \$370 52½ for the parish municipality, and to \$702 76 for that of the village; total, \$1073 29; increase over last year, \$601 29. The accounts are well kept.

2. *St. Thomas de Pierreville*.—Eight schools under control and 425 pupils, besides the school in the Indian village, 40 children; total 465. The academy, still kept by Mr. Rochon and his wife, is on an excellent footing and does honor to the parish. You had an opportunity of judging for yourself on the occasion of your visit last summer, and the paragraph with reference to this school which appeared in the Journal of Public Instruction bore testimony to your satisfaction. The friends of education rejoice to see your acknowledgments of their efforts in the cause of education, and your language of praise will doubtless cause them to redouble their zeal. The other schools have, generally speaking, made evident progress, but it must be admitted that there are two which have not improved, and which are only attended by a very small number of children, and are destitute of the necessary furniture. There is one thing highly calculated to impede progress, here as elsewhere: it is the want of inspection by the commissioners, and of public examinations. The effects of such visits and public examinations is most beneficial and almost indispensable to the progress and good-keeping of the schools.

It is proposed to erect school-houses in two sections in which there are none now, and I hope that this time it will be once and for all and suitably done.

The local contributions are the same as last year, viz., \$560. The salaries to teachers vary from \$40 to \$400. Accounts well kept and financial affairs in good order.

3. *St. David*.—Thanks to the zeal and energy of the commissioners, presided over by Mr. Wurtele, seven schools (two others having been temporarily closed) continue to work well and to extend instruction to 450 children. The arrears, very considerable in amount, have been collected without the difficulty which I had feared.

The village school is directed by the Misses Talbot with well-sustained success, and is attended regularly by 80 pupils. The attendance is not so regular in most of the other schools, but the progress is satisfactory.

The local contributions amount for last year to \$951 26, showing an increase over the year before of \$123. The salaries of the teachers vary from \$60 to \$140. Accounts well kept.

4. *Baie du Fevre*.—Ten schools, nine of which are under control with 520 pupils. Some improvement has taken place of late years as I have had occasion to mention in former reports. Everything seems to combine to make this a model parish, leaving nothing to be desired for its schools. Unfortunately the difficulties constantly recurring between the commissioners and the secretaries, difficulties in which the rate-payers have always taken too active a part, tend to retard considerably the progress of education. I have every reason to believe however, that a change will soon take place for the better.

The local contributions amount for the year to \$1187 74—increase over last year, \$252 54.

5. *St. Zéphirin*.—In this parish there are five schools and 250 pupils. I observed great assiduity and considerable progress in three of these schools; the two others are attended by a very small number of children who have made but little progress. The local contributions for the year amount to \$309 39, and the salaries of the teachers vary from \$40 to \$120. The accounts are well kept.

6. *Nicolet*.—Nine schools and 375 pupils. The village schools always contain a great number of children. They are still under the direction of Mr. Pinard and Madame Dufresne. A young English lady teaches the English language in Madame Dufresne's school. I observed much emulation in the girl's school, and I had reason to be satisfied with the examinations to which I submitted them on various subjects. All the other schools in the parish are, generally speaking, well kept, but it must be remarked that the attendance at some of them was very irregular. I certainly do not attribute this to the neglect or indifference of the inhabitants of this locality who have always been friendly to education, but rather to the great extent of some of the sections. The school-houses are in good order, excepting one, which I am told will soon be repaired.

The commissioners perform their duties well. The local contributions amount to \$548. The salaries of the teachers vary from \$60 to \$200, that of the master being \$160. The accounts are well kept.

7. *St. Monique*.—There are ten schools in operation in school section No. 1, and two in No. 2 Section; the whole frequented by 425 children. Unfortunately the schools in No. 1 were only opened in October, the election of school commissioners not having been made until after the time prescribed by law. Apathy is shown by the ratepayers, who place too much reliance on the liberality of the government as regards them, and too little on their own exertions. The local contributions for the year amount, in municipality No. 1, to \$670; this sum includes the price of two school-houses, one of which cost \$160, the other \$100. The contributions in municipality No. 2, amount to \$112.

8. *St. Grégoire*.—Eleven schools and 600 children besides the Convent of the Ladies of the Assumption, which has 125 pupils, boarders and day-scholars. The academy is kept this year by Mr. Leblanc who has succeeded Mr. Biron; it is regularly attended by from 80 to 90 scholars.

All the schools in the parish are well kept, well attended, and are making satisfactory progress. This is one of the parishes in my district in which the most praiseworthy efforts are made to promote education.

The local contributions amount for the current year to \$934. The salary of the master is \$200, and those of the school mistresses vary from \$40 to \$96.

The financial affairs are in good order. Mr. Rivard, the Secretary, displays zeal and punctuality in the discharge of his duties.

9. *St. Célestin*.—There are five schools in this parish, two of which are in my district

and are attended by 150 children. These schools are well kept, and continue to exhibit the most satisfactory results. The local contributions amount to \$240. The salaries of teachers are from \$72 to \$80. Accounts well kept and monetary affairs in good order.

10. *Becancour*.—Eleven schools under control and 575 pupils, besides the independent academy for girls, which contains 20 pupils. Mrs. Levasseur keeps the superior school for girls in the village, and Mr. Poirier that for boys. The girls have made great progress and are receiving from their skilful teacher an excellent education in both languages; the boys have not got very far but have made some progress during the year. I certainly do not attribute to the master the meagre advancement of his pupils, for this gentleman shews great zeal and capacity, but rather to the fact that the children leave school too early, and that only very young pupils are left. The buildings in which these schools are kept are bad, and not suited for the parish. Excepting a couple of schools in which I see but few pupils, all the others are crowded with children, diligent, laborious, and making good progress.

The commissioners are full of zeal and good-will in the execution of their duties. The assessments have increased this year 34 per cent. and the contributions amount this year to \$933 54. Salaries vary from \$76 to \$160. Monetary affairs are in good order.

11. *St. Gertrude*.—Five schools under control and 250 pupils; besides these there is a female academy with 25 pupils. The schools in this parish continue to be kept up on an excellent footing and the school authorities merit the highest praise for their constant efforts to promote education in their rising locality.

The ratepayers are not deterred by the sacrifices required of them, and always manifest much good-will. This year they have built a pretty school-house which cost \$400, and they have bought a site for another at a cost of \$30.

The local contributions amount to \$685.16, shewing an increase of \$430.16 over last year. Accounts in good order.

12. *Gentilly*.—The 11 schools in this municipality are kept in a satisfactory state; 530 children attend them, and this number is increasing every day; the attendance is daily becoming more regular.

I have everywhere observed satisfactory progress except in two schools, managed by two teachers who, though zealous enough, do not appear to be qualified. Two pretty school-houses have been built this year, and another has been thoroughly repaired. There is now only one school-section without a school-house. The chairman of the commissioners, Mr. D. Malhot, deserves praise for the diligence he has evinced in all measures of progress since he joined the commission. I do not hesitate to say that there is no parish in my district in which education has made more progress during the last few years.

Mr. Verville is director of the academy; he studied at Nicolet college, and his zeal and capacity promise most favorably.

The girls' school is in charge of a Miss Poirier, a pupil of the convent of St. Grégoire, who discharges her duties with success.

The local contributions amount, for the year, to the sum of \$1,118.80; increase over last year, \$287.85. The master's salary is \$180; those of the female teachers vary from \$48 to \$120.

The accounts are well kept.

13. *Blandford* has two good schools and 56 scholars in attendance.

The schools were closed for some time last year, for causes to which I have already referred, but they are now in operation; one of the school-houses has been repaired, and the other will be repaired before long.

The local contributions amount to \$128, and the salaries of the teachers are \$60 each.

14. *St. Pierre-les-Becquets* has nine schools, and 550 children in attendance; this is one of the parishes in which I have remarked the most progress. The teachers are competent and exhibit skill in teaching; the children are regular, and the commissioners zealous. Under these circumstances the result cannot be otherwise than good.

The local contributions amount, for the year, to \$699, and the salaries of the teachers vary from \$60 to \$176. Accounts well kept.

I have now only to make a few remarks on the following subjects :—

1st. Writing is the branch of instruction which is most neglected in the schools. I insist strongly on good handwriting, and I endeavor to convince teachers and scholars of its importance; but I am persuaded that no good results will follow so long as writing is taught without any system, and the tables used are so unsuitable.

2nd. The custom of removing the children from school at too early a period is most prejudicial to the progress of education, and this is the great fault in my district. Going to school at six years of age, the small boy leaves it at 10 or 11, just when he is beginning to make progress. Little girls are kept longer at school because it is proposed to make teachers of them, and nothing is neglected so far as they are concerned; they are even sent to the superior schools, but the boys are almost invariably deprived of the advantages of the superior schools, where they might acquire knowledge that would be of use to them and of which they are forever deprived.

3rd. The too large number of subjects of instruction is another great evil. A child who, between the ages of six and eleven years, is required to learn reading, writing, arithmetic, catechism, a little grammar, and some idea of the history of Canada, has, it seems to me, enough to do; but if he is required at the same time to learn a geography of 300 or 400 pages, the history of France, and sometimes Ecclesiastical history, it may easily be conceived that he will have learned nothing properly, and that his education will be almost useless; yet this is done in many elementary schools, to the great prejudice of the children, and to the discontent of all parents who have any discernment.

I conclude my report with a summary of the statistics which I transmit herewith, as follows: 108 sections in 16 school municipalities, containing 81 school-houses, 106 schools under the control of commissioners and under my inspection, having a total attendance of 5,440 children. Out of 106 schools under control, there are four academies, two in the county of Nicolet (for boys only), and two in the county of Yamaska (for boys and girls), with 350 pupils; three model schools, two in the county of Nicolet (one for boys and the other mixed), and one in the county of Yamaska (mixed), with 285 pupils; four superior schools for girls, all in the county of Nicolet, with 215 pupils.

There are also within my district: 1 classical college, with 250 pupils; 1 convent, with 80 pupils; 5 independent schools, with 115 pupils. All these educational institutions exhibit a total of 5,885 pupils.

The schools are in charge of 11 male teachers, all furnished with diplomas, and 95 female teachers, all, with one exception, furnished with diplomas; the male teachers receiving salaries ranging from \$100 to \$400, and the female teachers from \$40 to \$200.

The local contributions amount to \$10,146.05.

EXTRACT FROM THE REPORT OF MR. INSPECTOR HUBBARD.

COUNTIES OF STANSTEAD, RICHMOND, COMPTON AND WOLFE, AND PART OF THE COUNTIES OF DRUMMOND AND ARTHABASKA.

I have the honor to submit my Annual Report for 1861 on the state of the Schools in my District of Inspection.

I am happy to state that in many respects I have found marked indications of improvement during the past year. While those indications are not by any means as universal, nor as extensive as I could wish, and while I have to say, with deep regret, that in some localities the movement has been backward rather than in advance, still there is, on the whole, decided progress. New municipalities are establishing schools, several of the older ones are getting into better working order, and there appears to be a general increase of interest, and of determination to have good schools, and to have them sustained.

With these introductory remarks, I will proceed in detail with an account of the several municipalities under my inspection.

COUNTY OF STANSTEAD.

1. *Stanstead*.—I am happy to report a manifest improvement in the school affairs of this old and populous municipality in comparison with last year. The Commissioners have engaged in their labors with commendable zeal. Early last autumn, feeling that the number of school districts (32) was too large, and that the success of several of the schools was thereby much impeded, they made a strenuous effort to re-model the districts, so as to remedy the evil; but, owing to a strong opposition on the part of the inhabitants, they finally thought it most expedient to abandon the attempt for the present. They have also been more particular and careful in the employment of teachers. I found none in the summer without a diploma.

In all these districts, except the few specified, the school-houses are good, and in this respect, as also in the competency of the teachers, and the general character of the schools, Stanstead compares well with other municipalities in the district. A serious evil in this, as in several other municipalities, is the constant changing of teachers.

The Stanstead Seminary has been successfully and satisfactorily conducted by Mr. Lee and Miss Stevens. The report shows a good attendance, and I am happy to learn that the teachers are re-engaged for the coming year. Georgeville High School—satisfactory progress has been made. At Cassville High School, Mr. Locke, from McGill Normal School, sustained a good reputation.

2. *Barnston*.—I regret that I cannot speak of signs of improvement in the school affairs of this municipality, as much as I could wish. I fear that the commissioners have not been sufficiently zealous in the discharge of their duties. I found the secretary badly behind hand in his returns, and the commissioners meet but seldom.

In all the 21 districts, schools were sustained during most of the eight months, and they were generally of a good character.

The school-houses in this municipality are generally good.

Barnston High School had a large attendance during the fall, winter and spring, under the management of Mr. Hall, who has been quite successful as a teacher. Miss Harvey, the preceptress, has added much to the character and usefulness of the school. I find it much regretted by the managers that Mr. Hall decided to remove to Hatley. A new teacher has been engaged, who will, I hope, do well. Coaticook High School has not been so successful.

3. *Hatley*.—There has been no marked change in relation to the school affairs of this municipality since last year. The commissioners have 14 districts, and the dissentients (Catholic) have one. Schools have been sustained during the required period in all but two of the districts, and for a part of the year in one of those. The schools appeared to be making fair progress. No. 13 has not yet erected a new house; the school having been kept during the year in the same unfinished room in a private house, or rather a shed, in which I found it a year ago.

The dissentients are struggling on under the difficulties incident to a new settlement. They have sustained their school under the same teacher as last year, and have their school-house finished so as to be comfortable. The school has not been large, but appeared to be under excellent management. Fair progress had been made by the scholars.

Charleston Academy was taught during the fall, winter and spring by Mr. Johnson, from McGill Normal School. He was regarded as a good teacher. In the summer, Mr. Hall, who had been in charge of Barnston High School, was employed, and under him and Miss Harvey the school is making a good beginning and promises to have a large attendance. The people seem to be more awake to the importance of sustaining their school.

School matters seem to be, on the whole, well managed in this municipality. There

are a few poor school-houses, but the larger number are good, and compare favorably with those of other sections.

4. *Magog*.—The commissioners have added another district in this municipality, making 8, though a school has not yet been opened in the new district. The other districts, with one exception, have sustained their schools. The school district No. 1 was rather small and backward, though I saw no reason to impute blame to the teacher. In No. 2, I found a large and interesting school. The scholars had made good progress for their age, and the recitations were quite creditable. The teacher seemed quite competent and efficient, but, I was sorry to find, had no diploma. No. 3 is united with Magog High School, which has been taught with good success by a young man from New England. The school-house in this district is not used for a school, being quite old; the school is kept in the model school-house. An efficient private school for smaller children was keeping in summer. The other school was at vacation. No. 4 has a poor house; school small and rather backward. In No. 5, the school was small and did not appear to be making much progress; teacher without diploma. No. 6 is also a small school; the scholars were young and not advanced, and seemed to be well taught. No. 7, suspended in summer for want of scholars. Districts 5 and 6 have good school-houses. As a whole, the schools of this municipality are, perhaps, hardly up to those in the adjoining townships in the district, though those in Nos. 2 and 3 will compare well with others. The model school will, I trust, prove of valuable service in fitting teachers for the other schools.

5. *Barford*.—School matters are, I think, well-cared for as a whole. Finances are in good condition, as a comparatively large assessment is laid. There were only five districts, as heretofore, at the time of my visit, but a movement was being made for a new district, which seemed to be needed. There appeared to be some difficulty, however, about the erection of a new district, from the fact that an assessment had lately been levied in the district which it was proposed to divide (No. 1), for the erection of a school-house. (This case has been already reported, and your advice taken in regard to it.) District No. 1 sustains a good school, and I expect at my next visit to find a well-finished new school-house. No. 2 also had a good school, and likewise a prospect of a well-constructed new house. This district, as well as No. 1, may soon have to be divided or somewhat changed. No. 3 had a fair school—small, good house. No. 4 had a good school; teacher competent, and scholars making good progress—good house. No. 5 had a fair school, not advanced; good house. The teachers in winter had diplomas, and seemed generally efficient. A good degree of interest is felt in schools in this municipality as in the others in this county, and, for a new township, things are in good condition. The commissioners had dispensed with the school fees to which I objected as being, in my view, illegal and unwise. I intend soon to visit this municipality again.

All the schools in Stanstead County (80), with the exception of the dissentient school in Hatley, are English, and a very large proportion of the families Protestants. The branches of study pursued, the text books used, methods of teaching, form of school houses, &c., are quite similar in all, though there is considerable diversity in the advancement of the pupils, the quality of houses, &c., as has been hastily intimated. As a whole, this county stands decidedly at the head in its schools; for, though there are some excellent schools in the other counties, still the schools in this county are more generally good. The seven high schools have, on the whole, done good service to the cause in fitting teachers for the elementary schools. The Board of Examiners are men careful in their examinations, and will, I trust, raise the standard of teachers. A large proportion of the children in the county attend school. I shall give statistics in the tables. A large proportion of the teachers are females.

COUNTY OF COMPTON.

6. *Compton*.—This municipality has still the largest number of schools of any in the county. The school commissioners manifest a good degree of energy and faithfulness in the discharge of their duties. Much pains is taken to secure competent and efficient teachers, and all have diplomas. The meeting of the Teachers' Association, held here in winter, which was a decided success, seemed to produce an admirable influence upon the

locality, in awakening interest in school matters. The attendance at the schools generally is good. The houses are, most of them, of much the same quality as those in Stanstead county, and the branches of study pursued are similar; arithmetic, geography and grammar receive a good share of attention, particularly the former. I found no pupils in history.

Compton High School is respectably sustained, and does, I think, good service, considering its limited funds.

7. *Clifton*.—This municipality has four districts. All the districts sustain schools, and have good houses, except No. 4. District No. 3 sustains, perhaps, rather the best schools. No. 1 has a fair school; that in No. 4 is backward. All the teachers held diplomas, and received fair wages. The funds are, I think, judiciously applied.

8. *Hereford*.—This municipality still labors under the difficulties incident to new settlements. The people are scattered, and the face of the township, being in part quite hilly, operates against the success of the schools. There are still but the four districts in the southern part of the township, and these have to be united into two for a part of the year. The commissioners have had much trouble, too, growing out of matters connected with government lands. Commendable effort is, however, made by the Commissioners to keep up the schools, and to have them well kept, and the scanty funds are, I think, judiciously applied. The schools were not all open when I made my visit; scholars are yet backward. I hope for gradual improvement in the school affairs of this municipality. The school-houses are in fair condition.

9. *Eaton* continues to sustain a high position, as regards the state of its schools. The Commissioners have deemed it necessary, this season, to re-model and increase their number of school districts, and they have added three, making now 15, although the new districts have not, as yet, erected school houses, or opened schools. There are still quite a number of the inhabitants who are badly accommodated, and it may be found necessary to make further changes. Several settlements are so connected with other municipalities, and so isolated, as regards their own, that great inconvenience is experienced in properly arranging districts. There is no section of my district where the operation of Municipal limits is so unfavorable for school purposes as in Eaton and townships adjacent to it. A good assessment is raised, and the accounts, &c., are kept in fine order.

Schools will probably soon be opened in the districts lately erected.

Cookshire Academy is in successful operation, under the tuition of Edward Terrill, A. B. The school-houses, except those mentioned as poor, are generally good, and some compare well with the best in the district. All the teachers have diplomas, and are well paid. The meeting of the Teachers' Association, held in Eaton in May, was well attended and awakened much interest. The independent school is well kept up. They have a good house, and sustain a good school.

10. *Newport*.—This municipality has recently been enlarged in its limits by the addition of Auckland, Ditton, Chisham, and part of Clinton, but the addition is, as yet, only in extent of territory, there being no inhabitants in the townships annexed, unless there are one or two families in Auckland. There are 4 districts, though nearly all are below the legal requirements, as to the number of scholars, and some are badly arranged. Schools have been kept in all the districts, and an independent school has been kept part of the year near Auckland.

The scholars in the three first mentioned schools, more particularly in Nos. 3 and 4, are as well advanced as in the most favored townships, as schools have been kept in these districts for years. The teachers all have diplomas. Commissioners labor under great difficulties in carrying out the law, arising from the scattered nature of the settlement and other causes. The fact that the settlements are in close proximity to others in Eaton, operates against the success of the schools in both municipalities. This was referred to in my last report. The state of the accounts, &c., was more satisfactory than last year, and appeared correct. I was unable to visit the independent school, as it was not opened when I visited the others.

11. *Bury* has added another district to the number reported last year, having now

seven. The school in district No. 1 is still united with the model school, and under the charge of Mr. Best, of the Colonial Church and School Society, and taught with his wonted care and thoroughness. With the exception of No. 5, the teachers all have diplomas.—Except in Mr. Best's school, the scholars have not, as yet, advanced very far. But little is done out of the elementary branches,—reading, spelling and writing—and but few read well. This is attributable very much to the newness of the schools. The commissioners seem disposed to do what they can to advance the cause. The funds are tolerably fair, and the teachers are promptly paid.

12. *Lingwick* remains much in *statu quo*, as to the number and character of its schools. The people in most of the townships remain so indifferent to the success of their schools, that but little is done. The schools are poorly attended, and but little progress can be made. I ought, however to except No. 2. In that district the attendance is fair, and the school is well taught; the scholars have made very fair progress. The teachers are all paid the same (\$12 per month); three had diplomas, and one had not, but promised to present himself at an early meeting of the Board. I thought him competent.

13. *Winslow* (South).—When I visited this municipality, in January, school matters were going on much as last year, with perhaps a little improvement. In the seven nominal districts, four schools were kept in winter. Affairs are yet in a very crude state. The school houses which are built, are of the roughest kind, having a few apologies for seats and writing desks. A French settlement towards Stratford should have a school, and I hope that one may ere long be started. Other schools, too, are needed in the Scotch settlements.

14. *St. Romain*, (North Winslow).—I visited this new Municipality in winter, in connection with South Winslow. The organization was not then fully completed, and no Commissioners had been appointed. I much regretted, too, that the leading men were away from the district at the time.

15. *Whitten, Marston and Hampden*.—This municipality was not created when I was in this part of the district.

16. *Westbury*.—This municipality still remains as last year, with three districts and the same number of schools. The school-houses are nearly new, and are very respectable. The scholars have not made great advancement yet, but are doing well. The government aid is small, and the Commissioners have found it difficult in some cases to collect assessments. The teachers employed in winter had diplomas.

Recapitulation: in the 11 municipalities enumerated within this county, there are 64 elementary schools, two academies and one model school. The schools which are established are all English, and a very large majority of the children are Protestants. The new municipality of *St. Romain* will establish two or more French schools, and perhaps a French school may be needed in *Compton*. It will be desirable, perhaps, to open a French school before very long in a new settlement in *Hereford*.

17. *Sherbrooke*.—This municipality is well supplied with schools. Five have been kept up by the commissioners; in addition to those, the academy in two departments, the French college, the convent, the Newfoundland school, and several independent schools, have been kept up.

The assessment is not collected with due promptness, which circumstance causes inconvenience to the teachers. Complaint is made here, as in some other municipalities, that the Council is slack in its collection and payment of the school rates. All the teachers have diplomas.

I regret to say the academy does not flourish as well as could be desired. I cannot say that there is fault particularly in its management, but the want of success seems to be owing more to unfavorable circumstances than to anything else. The institution has a good, I may say excellent, new building, well constructed, commodious, and pleasantly located. The female department, under the efficient instruction of Miss Robertson, has been tolerably well sustained, and the pupils have made commendable progress. The male department has had a competent teacher; but the attendance has been small and irregular, and much less has been done than could have been desired. I trust the newly em-

ployed teacher, Mr. Green, may succeed in improving the position of his school. The constant changing of teachers has had a very injurious effect upon the prosperity and usefulness of this school.

The French college has a fair attendance. Both French and English are taught: the course is commercial rather than classical, and this, I suppose, answers the object of the institution. I cannot commend too highly the assiduity and energy of the Rev. Mr. Dufresne, in his oversight of this school, the nunnery, and the other Catholic schools in the neighborhood.

The Newfoundland school, under the Colonial Church and School Society, has had a large attendance. The teacher, Mr. Pope, seems to be very faithful and thorough in his teaching, and I was much gratified with the appearance of his school. This is the largest school in the town. I did not have an opportunity to visit the other independent schools, but I shall give their statistics as far as I am able.

18. *Ascot*.—Schools have been kept for part of the year, in all the 17 districts, and in nearly all for the eight months. The school commissioners have complied with the requirements of the law more closely than formerly, and find no disadvantage in doing so. The school in District No. 1 had been stopped for several terms until the past summer, when it was opened under a competent female teacher, whom I found doing well, although the pupils were rather backward. No. 2 (visited in winter) had an experienced and efficient female teacher, and was making good progress. No. 3 did not appear as well as I could wish, though I think the teacher efficient, as I have seen her in other schools where she did well. No. 4 (Lennoxville) is a large school; needs a better house than it now has; was taught by a male teacher in winter and a female in summer, both good.

The principal obstacle in the way of the success of the schools in this township is that there are too many, and they are, consequently, too small. The teachers all have diplomas.

19. *Orford*.—A new school has been opened in this municipality, making five districts. There has not as yet been much advancement in school matters here, though perhaps as much as could be expected. The schools are much scattered, one being 18 miles from most of the others.

Of the 27 elementary schools in this division, 7 are French; the other 20 have a large majority of English-speaking Protestant children. The school-houses and schools are perhaps rather behind those in Stanstead and Compton counties, though a few are exceptions; as a general thing, the pupils in the common schools are not as far advanced as in the former counties. Nearly all the teachers have been females and have diplomas from the local Board; I think that only one has a Normal School Diploma.

COUNTIES OF RICHMOND AND WOLFE.

20. *Shipton*.—This municipality sustains a good character as to its schools; though it does not stand among the first class in my district in all respects, it is ahead of others in this division. The commissioners manage the affairs well, and the accounts are well kept. A good assessment is levied and promptly collected through the Municipal Council—a plan which works well in this municipality. Nearly enough is raised in this way, with the Government grant, to pay the teachers; and in nearly all the districts the teachers are paid at or before the expiration of their term: 17 districts are now reckoned, No. 15 having been, this year, united with No. 1. I may remark that I think Nos. 14 and 16 should be united, as they are both too small to sustain efficient schools.

Danville Academy has continued in successful operation under the same teacher as last year, S. M. Pearl, A. B. Under the thorough and efficient tuition of the present teacher, this school is of great service.

All the schools in Shipton are English. I think that there are not enough French children in any section to render it advisable to establish a French school, though I have brought the matter before the commissioners.

21. *Melbourne and Brompton Gore*.—This municipality has the same number of districts as last year, though more schools have been kept. The number of actual districts is 15,

though 18 are numbered. There has, I think, been a fair degree of improvement in the schools generally. The funds are not as promptly provided, nor teachers as promptly paid as they should be. I saw no reason for finding fault with the accounts, except want of promptness in collecting. The application of funds is, perhaps, judicious, though not strictly legal. (The same remark should have been made with reference to Shipton and a few other municipalities.) A change is, I think, needed in the management of Districts 1, 2, and 8. No. 18 (French school) — This school has also improved since last year; the house is comfortable, and the children are doing well. It is taught by a male teacher in winter, and by a female in summer. The school houses are generally rather poor, though numerous and respectable.

The Female Seminary has been kept in operation during the year, under good teachers, and with increased attendance.

22. *Village of Melbourne.*—I regret that I am unable to report any improvement in the school affairs of this municipality. The commissioners, last year, very tardily effected an organization, levied a light assessment, and partly collected it. No one seems inclined to incur the cost and risk of a suit against the commissioners. No school has been kept in the municipality during the year, except, perhaps, a short private school.

23. *Cleveland and dissentients.*—In this municipality there are still ten districts under the commissioners, and one dissentient. Schools have been kept, for some part of the year, in all the districts under the commissioners, and for all the year except in three districts. I am unable to report as much improvement in this municipality as I could wish. There seems to be a want of efficiency on the part of the commissioners in seeing that suitable teachers are employed, and the school-houses properly cared for; an evil which, I am sorry to say, is not confined to this township. The funds are tolerably well received and appropriated, and the accounts well kept. I have strongly urged upon the commissioners the necessity of more care and attention in the selection in the employment of teachers. It is true that the schools are mostly backward, but they will always remain so as long as incompetent and inefficient teachers are employed.

The dissentient school has not been in operation during the year, as the district has been engaged in building a school-house. This is now completed, and the school is opening under, I believe, a very competent teacher. The trustees seem to be getting their affairs into a better way, and will, I hope, go on well. This school will teach both English and French.

St. Francis College and Preparatory Department has been well sustained, though the attendance has not, I think, been quite equal to that of the previous year. The instruction in both departments has been very thorough, and the progress of the students very commendable, as appeared at the annual examination.

24. *Brompton.*—There has been no particular change in the school affairs of this municipality. The five districts have all sustained good schools, and the affairs are very well managed by the commissioners. Competent teachers, with diplomas, are secured at a fair salary, and promptly paid. The funds are well provided and judiciously appropriated.

25. *Windsor.*—This municipality, since the separation from it of St. George de Windsor, retains four districts, though one of them is so small and poor that it has not yet built a school-house nor established a school. One of the others, No. 2, has been established as a model school, though the municipality is too small to afford it an extra allowance from the grant or funds. A nominal model school has been sustained in it during the year, though the teacher has only an elementary diploma. A teacher with a model school diploma has been engaged for the coming year.

26. *St. George de Windsor.*—This new municipality elected commissioners in July last. The Commissioners seemed disposed to go to work with efficiency in arranging districts, levying assessment, starting schools, &c. I think that three or four will be opened in the course of the year. The schools here will be entirely French.

27. *Dudswell.*—The affairs are managed with tolerable efficiency, though with less, in some respects, than could be desired. The commissioners do not carry out the law as

fully as I think desirable. I urged upon them the desirableness of more care and attention in the oversight of the schools, and hope that my suggestions may be of service.

Four female teachers had diplomas, two are without them. The teachers are promptly paid.

28. *Weedon* has sustained three schools in its four districts, the funds being insufficient to keep the four in operation. Owing to the poverty of the people and want of interest, the rates are collected slowly. The Council, too, has been remiss in collecting the assessment, and arrears are due to the teachers. The commissioners seem disposed to carry out the law faithfully. Altogether, I may say that the affairs of this municipality are in an encouraging condition rather than otherwise. They have four comfortable school-houses, and good progress has been made in some of the schools.

An English school is needed in a settlement joining Lingwick; perhaps it would be better to annex that settlement to Lingwick for school purposes, or have them establish a dissentient school.

29. *Watton*.—There are encouraging indications of improvement in this municipality. Until this year the commissioners have tried the voluntary system, but with poor success; with much difficulty sustaining sometimes one, sometimes two and three schools. Three were in operation when I visited last winter, but with very scanty funds. I have from the first advised an assessment, and this year the commissioners have levied a good amount. They have also re-modeled the districts, making nine, and have arranged for opening schools in six of them at once; and they are now opened, though one or two houses are not quite completed. Others will be opened as soon as practicable. I strongly hope that affairs will prosper well.

The schools in winter had a fair attendance. The village school, taught by the same teacher as last year, has made the best progress; the others are coming on well; one, a new school, is only beginning.

The share of supplementary aid given to this municipality last year enabled the commissioners to bring up arrears and come out free from debt.

30. *St. Camille*.—This municipality is making a beginning in regard to schools; commissioners were elected last year, but nothing further was done. Since the election last year the commissioners have divided the municipality into four districts, and have taken steps to have schools soon started in three of them. The people are putting up log school-houses, and they hope to get some schools opened in the coming winter. The settlements are a good deal scattered and rather new, and the people feel unable to contribute much as yet for schools. The commissioners have not levied an assessment, thinking it better to try the voluntary system for the present. I hope to find schools in operation at my next visit.

31. *South Ham*.—There is no change in this municipality. There are two districts, but one of them feebly supports its schools. What few inhabitants there are, are very much scattered, and it is difficult to do anything with schools. The commissioners have had to sue, in some cases, for arrears of their small assessment. Several of the people are so remote from the others that they can get no benefit from a school. There are a few settlers near *Weedon*, which might in time be erected into a district with a portion of *Weedon*. The school-house in the district keeping a school is old and small. I was told that the school was well taught, for though I was twice at the place I found the school temporarily closed each time. The funds are very small.

32. *Wolfestown* has done nothing yet for schools, and I cannot say that the prospect is very encouraging. Until this year, there has been no organization of any kind in the township, on account of the detrimental opposition to everything involving assessment; but a Municipal Council has at last been established, and I have some hopes that, with care and patience, a school organization may be worked in before long. I shall try to have something done the coming year, if possible.

33. *St. Gabriel de Stratford*.—Owing to the difficulty alluded to in my last report, nothing was done here until late in the present year, and I have not been able

since the new establishment to visit it. I am unable to state what has been done, but shall visit the place as soon as at all convenient.

Recapitulation.—Of the 69 schools in these two counties, 52 are in Richmond and 17 in Wolfe; 56 are English, 13 French. I hope to be able to report a good increase next year, though a rapid growth cannot be expected. A large proportion of the children of Richmond County attend school; but this cannot, of course, be said for Wolfe County.

COUNTIES OF DRUMMOND AND ARTHABASKA.

34. *Kingsey.*—I regret to say that there is not the enterprise, zeal and interest manifested in behalf of schools in this municipality which I could wish, or which is necessary to the success of education. The school-houses are poor, and the supervision of the schools inefficient, the commissioners hardly visiting them at all. Matters are left almost entirely in the hands of managers chosen by the districts. The books and accounts are well kept, but the law is not carried out at all closely.

35. *Durham, No. 1.*—There are encouraging signs of life and interest in school affairs in this large municipality, though the schools are yet far from being what could be desired. The school commissioners seem to have a commendable degree of zeal and interest for the advancement of education; and the parents have sent their children very generally to the schools. Many of the school-houses are, however, very poor, and the scholars backward; but I have as strong hopes of improvement in this municipality as of any other in my district. The commissioners are manifesting an anxiety to improve the class of teachers, and making efforts to that end. They seem, also, determined to improve the class of school-houses as far as circumstances will permit.

There are 13 districts, numbering from 1 to 19, 13 and 14 being united; and No. 3 is taught in connection with the Academy. The teachers are all female, about half having diplomas; the commissioners will insist on all having diplomas in future. The teachers are promptly paid and receive fair salaries.

The academy is spoken of by all as doing good service, under the instruction of a female teacher with model school diploma from the McGill Normal School. Unfortunately she was away at both my visits. I hope to see the school this fall.

36. *Durham, No. 2.*—I find but little to report respecting the school affairs of this small municipality. There are two districts which come under my inspection; schools have been kept in both. The school-houses are poor, and the schools small and backward.

37. *Lingwick.*—The schools of which I have the oversight in this municipality are under the control of dissentient trustees. They have now four districts, and have schools in all of them. The schools are backward, but I think that due pains is taken to get competent and good teachers, and I have seen no particular reason for finding fault with the conduct of the schools this year. The accounts are well kept, but it is difficult to collect the rates; the ratepayers are rather poor and scattered, and not properly interested in the success of the schools. I regard it as unfortunate that the schools of this municipality are separate.

In reviewing my circuit, it will be seen that I have at present under my inspection 39 school municipalities, 9 of which, however do not stand reported as being districted, or having established schools for the year past, but several of them are now commencing, and will doubtless appear on my tables in next report. I now report 286 school districts, 257 school-houses belonging to commissioners or trustees, 261 schools operating under control of commissioners, 6 under control of trustees, and 9 independent schools. The number of elementary schools, including those under commissioners, trustees and independent, is 271: No. of pupils 8,451: No. of model or superior schools (for boys or mixed) 4; pupils 198: superior girls' schools 2; pupils 70: No. of academies 12; students 808: No. of colleges 3, students 154: No. of teaching nunneries 1, pupils 154: Educational institutions of all kinds 293, pupils 9,793.

It appears also that about five-sixths of the teachers are females, there being 48 male and 293 female teachers; 33 of the male and 222 of the female teachers are re-

ported with diplomas. Our teachers are nearly all hired by the month, at wages varying from \$8 to \$20 per month for males, and \$5 to \$12 for females, and board. It is difficult, under these circumstances, to make an exact estimate of salary, as the varying price of board as well as the number of months employed should be taken into account. The more usual price at which teachers are hired is \$12 to \$14 for males, and \$7 to \$8 for females (and board), per calendar month.

There are 7 public libraries, containing an aggregate of 2,881 volumes.

I have been able, during the year, to send you a few subscriptions for the Educational Journal, and hope to be able to obtain more; I shall do what I can in this respect to meet your wishes.

In conclusion, I may repeat that on the whole I find reason for encouragement in the indications of progress in the schools and in the municipalities under my direction; and I have full confidence that the next year will show a good increase in the number of schools, and I hope also in their progress. I shall do all in my power to aid in awakening an interest among the people, particularly in the new settlements, and to assist in rendering the working of the law efficient.

EXTRACT FROM THE REPORT OF MR. INSPECTOR PARMELEE.

COUNTIES OF MISSISQUOI, BROME, AND SHEFFORD.

The very unusual state of the weather and the roads the past winter have rendered it a task of no ordinary difficulty to make my tour of inspection; yet I am happy to report that I have succeeded in visiting every school in my district, with the exception of three independent schools in Ely, and two in South Stukeley.

I have found a satisfactory state of management and prosperity existing generally.

The municipality of *Milton*, which has been pre-eminent for bad management, has but one school in operation this year under control of the commissioners, though there are six districts in which there might have been good schools constantly maintained with the funds that have been absorbed in law-suits that have had their origin solely in bad management and neglect of duty.

Their indebtedness since my last Report has been reduced from twelve hundred dollars to seven hundred dollars, and as their rates are now in the hands of the Municipal Council for collection, there is a prospect that, in the course of the present year, their debts may be wholly liquidated.

In the municipality of *Roxton*, I find some irregularities that I feel it my duty to bring under your special notice. In examining the register of the school commissioners, I find that in all their meetings for business, the trustees of the academy meet and act with them in managing the affairs that the law confides solely to the commissioners.

Again, in examining the accounts, I find various sums entered as paid to the teacher of the academy, and also to the contractor for building the academy, thus illegally mixing up the affairs of an incorporated academy and the school commissioners, which are two distinct corporations.

In the municipality of *St. Romuald* the ratepayers are still burthened with a heavy debt, for which a special assessment has been authorised and collected, but misappropriated by the Commissioners, the particulars of which I communicated to you last fall, in a special report.

There is still another grievance to which I must refer. A number of Irish Catholics, who send to the English school, have been sued for rates by the commissioners the past winter, and subjected to costs and much inconvenience, contrary to an express agreement made in my presence some years since, between the commissioners and the trustees of the dissentient schools, by which the former promised to allow the said Irish Catholics to pay their rates and scholar fees to the trustees, so long as they actually sent to the dissentient

schools. This arrangement certainly was but a matter of strict justice, if not of law, since otherwise they would be subjected to double scholar fees, and I know not on what principle the commissioners can justify their conduct in contravening the above mutual arrangement.

The municipality of *Sutton* is still considerably indebted. I believe, however, they are making some progress in liquidating their debts, and, notwithstanding the above difficulties, they have kept their schools in successful operation.

From a recent change of Secretary-Treasurers, the one last appointed was not in a situation to show the exact amount of their indebtedness at my last visit.

The municipality of *Potton*, which has heretofore been in arrears, I am happy to report as having discharged entirely their indebtedness, and, with the exception that they do not keep their schools up the full term of time required by law, and that they much need several new school-houses, they may be ranked among the municipalities that may justly be styled prosperous.

I deem it right also to direct attention to the management of the dissentient corporation of *Granby*, as it appears to me not calculated to subserve the best interests of the rate payers, who, though generally poor, are nevertheless anxious to secure to their children the benefit of a common school education. The greatest good of the greatest number certainly is not promoted by dividing so large a proportion of their limited funds, as they do, to the support of a model school—the only one in my district of inspection—in which the whole number of pupils on the journal this year is only twelve, and last year was only nine, the average attendance being of course still less. This school is not needed, and the funds devoted to it are needed to support the other schools, any one of which is fully equal to this, and some of them decidedly superior to it in advancement. The only reason I have heard assigned for continuing this school is to secure the special grant made to it by Government. I would therefore respectfully recommend the discontinuance of this grant, as the funds might be much more profitably applied elsewhere.

As to the other portions of my district of inspection, there is nothing that calls for special remark, they being decidedly prosperous and praiseworthy.

The schools, both superior and elementary, are good; the teachers are competent, and the administration of matters pertaining to the scholars, by the different officers in charge, is prompt and efficient; excepting in Milton, above mentioned, the elementary schools are nearly all in successful operation, as are also all the high schools or academies, excepting the one at West Brome.

You will see by the accompanying table of statistics, that comparatively few of the teachers are furnished with diplomas as required by law; still I can safely report, that those without diplomas are, in all respects, as well qualified for their vocation as those who have them, and so soon as Boards of Examiners shall be established that are reasonably accessible, this apparent anomaly of teachers without diplomas will no longer exist.

It remains only to subjoin a summary from the accompanying Table of Statistics, in order to give a full view of the state of education in my district of inspection.

The number of high schools or academies in operation is 13, attended by 707 pupils. Of superior girls' schools 2, with 76 pupils. Model school, 1, with 12 pupils. Of elementary schools, 235, with 6,675 pupils. Of the elementary schools, 24 are dissentient, with 747 pupils, and 10 are independent, in 5 of which there are 94 pupils; the number in the remaining 5 not known. The total number of scholars in all the above schools is 7470, of whom 4031 are boys, and 3439 girls; 5489 are of English origin, and 1981 of French origin; 5221 are Protestants, and 2249 Catholics; 1252 are learning their alphabet and spelling; 2831 read currently, and 3387 read well; 4161 are learning to write; 1752 simple arithmetic, and 2228 compound arithmetic; 120, book-keeping; 1487, geography; 437, orthography; 472, French grammar; 1195, English grammar; 1187, epistolary art or composition; 23, linear drawing; 27, instrumental music; 307, history; 211, algebra; 48, natural philosophy; 54, geometry, and 22 astronomy. 12 are learning the Greek language, 85 the Latin. 57 English scholars are learning French, and 219 French scholars are learning English.

The total number of male teachers in the elementary schools is 76, of whom 15 only have diplomas. The total number of female teachers is 154, of whom 29 have diplomas.

EXTRACT FROM THE REPORT OF MR. INSPECTOR ARCHAMBAULT.

COUNTIES OF RICHELIEU, VERCHÈRES AND CHAMBLY.

Sir,—I have the honor to transmit to you my report on the state of education in my inspection district during the school year 1861. By the statistical tables it will be seen that we have 19 parishes, divided into 24 municipalities, which are again sub-divided into 95 school sections. All these latter, with a few exceptions, are provided with school-houses. The great centres, such as Chambly, Longueuil, Boucherville, Varennes, Verchères, Belœil, Sorel and St. Aimé, have good buildings for their colleges, academies and convents. For most of these colleges and convents, we are indebted to the zeal of our clergy. That at St. Aimé, which has been open since the month of September, 1861, we owe to the munificence of the Rev. Mr. Lecours, Curé of that parish. It is a fine brick building, 80 feet by 30, two stories high, and divided into several apartments for the accommodation of the teachers, and for class rooms. The land on which this building is erected was a gift from Aimé Massue, Esquire.

By the same tables it will be seen that there are 94 elementary schools in operation, attended by 4,330 children; two model schools attended, by 75 children; two dissentient schools, with 103 pupils; three superior schools for girls, with 190 pupils; six industrial colleges having 1,085 pupils; eight convents, with 1,341 pupils; and eight independent schools with 245 pupils.

Twenty-two male teachers are provided with diplomas, and one has none. The female teachers holding diplomas are 60 in number, and those who have none, 5.

There are 11 libraries, containing 10,100 volumes. The average age of the male teachers is 32 years, and of the female teachers, 21 years.

There are 7,266 Catholic and 103 Protestant children; 3,448 boys and 3,768 girls of French origin; 153 are of English origin, and of these 85 are boys and 68 girls. Houses built, 77, and one in course of construction; total 78:—59 for elementary schools, 10 for model schools and colleges, and 9 for convents and superior schools for girls; 59 are built of wood, 9 of brick, and 10 of stone; 61 are one story in height, and 16 two or more; 76 are provided with tables and benches, 46 with desks, 76 with blackboards, 81 with geographical maps, and 10 with globes; 2 of these establishments have mathematical apparatus and instruments.

The amount of land held by these schools varies in extent from an arpent to half an arpent; the superior institutions hold from 2 to 4, and that at St. Aimé possesses a farm of 90 arpents.

I regret to have to state that there has been a diminution in the number of pupils attending the schools and other educational institutions. This is, in a great measure, due to the almost incessant bad weather which has prevailed during the year. Indeed it was by no means an uncommon occurrence, upon visiting the schools, to find no more than one half the children present, and sometimes not even so many. Notwithstanding these disadvantages, I satisfied myself, by the examinations which I held and the enquiries which I made, that instruction had been imparted with as much care as in preceding years, and that if the progress had not been as great as usual, this arose in part from the circumstances in which each was placed during the year.

Altogether I had reason to be satisfied with the efforts made during the year by those who had devoted themselves to instruction. I do not, however, mean to say that all have done all that they should have done.

I am very well satisfied with most of the male teachers; they have distinguished themselves by their zeal, labor, carefulness and good conduct. At the risk of making repetitions, I will mention that Mr. Emard, of St. Hubert, is one whose zeal and talents

make him a most distinguished teacher; that Mr. Tatham, despite his age and health, still continues to teach, and is still deserving of the high reputation which he has acquired; that Mr. Allen, the teacher of the Sorel dissentient school, is well worthy of the esteem and confidence which he enjoys, and that Messrs. Malo, Auger, Bourbonnier, Coté and others are all teachers worthy of the highest praise.

Several female teachers are also deserving of honorable mention, among whom are Mlle. Geffrard at Contreccœur, Mlles. Cormier and Messier at St. Ours, Mlles. Ritchie, Leblanc and Chagnon at St. Antoine, Mme. Choquet at Belœil, and Mlle. Lafrance at Varennes. It is to be regretted that many of the female teachers give evidence of a frivolous disposition, and wear clothes much too fine and costly for their condition.

As to the educational institutions taught by the Brothers and the Sisters, they are still worthy of the praise which, in my previous reports, I have bestowed upon them.

Some difficulties, indeed, did arise between the commissioners and the Brothers at Sorel and at Varennes, but matters were in the end amicably arranged. I have the pleasure of being able to state that the ratepayers are well disposed, but I regret to say that the assessments are generally ill paid; there are too many arrears in all the municipalities.

I propose sending a circular threatening the municipalities who are in default in this respect, and after this if there is no improvement, it will certainly be necessary in some cases to employ rigorous measures, to obtain prompt payment of the amounts due by the ratepayers.

In many of the schools I made no distribution of the usual prizes, on account of the little assiduity exhibited by the pupils.

I must add that during the past year travelling was extremely difficult on account of the unfavorable weather and bad roads; and these disadvantages also caused much irregularity during my last two visits.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR LEROUX.

COUNTIES OF BAGOT, ROUVILLE, AND ST. HYACINTHE.

First Report.

In my last report I had the satisfaction of informing you that, with some few exceptions, all the schools in my district were making progress; that many had reached and even surpassed the standard of knowledge which the ratepayers had a right to expect from the teacher of an elementary school. When, in fact, the latter has taught his pupils to read and write well, and has imparted to them the elements of grammar, arithmetic as far as compound interest inclusive, the elements of geography, a little of sacred history, and the history of Canada, &c., I do not know that any one has a right to expect more; and I can honestly say that many of the pupils of the schools in this district have now passed beyond this standard of knowledge.

The instructions which I last year gave to the teachers in all the parishes in my district, have produced excellent results wherever they have been well and regularly carried out, and have greatly contributed to effect the happy change which I have above mentioned. But I regret to have to state that in some places some of the ratepayers, opposed to education or incapable of exercising a better judgment respecting their interests, have compelled their teachers to do exactly the reverse of what I had directed.

The material which is necessary in a school to promote the progress of the pupil is now almost complete everywhere, and where anything is wanting, it is the result of obstacles which I have been unable to overcome, but which, I hope, will be done away with next year.

I will now proceed to mention what the obstacles are which, in some parts of this dis-

trict, still paralyze the progress of education, and even the action of those who are disposed to promote its interests.

The first cause is the smallness of the male and female teachers' salaries. At my instance the commissioners of some localities were prevailed upon to increase the salaries of those teachers who, during the past year, have been most successful.

The second cause is the want of some regulation to which both male and female teachers should be strictly compelled to submit. Such a regulation, especially obligatory upon female teachers, is the more necessary on account of the too great latitude which some commissioners allow them, and which is prejudicial to the progress of their pupils.

The third cause is the right which some illiterate commissioners assume, of prescribing what the teachers shall impart to their pupils.

The fourth cause is the support which some parents extend to their children to induce them to oppose the just commands of their masters and teachers. In some parishes I had to express myself strongly and publicly against abuses of this nature.

The fifth cause is want of assiduity at school. In some parishes this evil seems to be contagious.

A sixth cause which greatly interferes with the progress of education, is the frequent changing of teachers; this, in some places occurs, every year, and very often without any real motive, but simply because two or three of the ratepayers are dissatisfied.

There are many other reasons which I might mention, the enumeration of which would occupy too much space. I shall confine myself to those which I have mentioned, which I believe to be the most hurtful, and against which it is important to strive with the utmost vigor.

Allow me now to say a few words in detail about each parish in my district.

1. *St. Marie de Monnoir* has an industrial and classical college, an academy for girls, nine elementary schools and one Protestant dissentient school, which was established last autumn; all these together are attended by 782 children. The pupils of the concession schools show but little assiduity.

2. *St. Mathias* has 4 schools under control; that at the village of Richelieu has been closed in consequence of the too great sacrifices which had to be made by the few persons who supported it. The 4 schools under control are attended by 271 pupils, nearly all of whom are very assiduous.

3. *St. Hilaire* contains 1 academy for girls, 1 model school and 4 elementary schools, assiduously attended by 291 pupils. I must make special mention of the *Brûlé* school, which, under the management of Mlle. Julie Dubois, has made progress far beyond all expectation. Young children 10 or 12 years of age replied to the most difficult questions in grammar and arithmetic with the most surprising facility.

4. *St. Jean Baptiste* has 5 elementary schools, irregularly attended by 308 pupils.

5. *St. Césaire* has 2 academies, one for boys and one for girls; 14 elementary schools under control and one dissentient school. All these together have 845 pupils, most of whom are regular in their attendance. I must except, however, the schools on the upper and lower parts of the river, on the north and south shores, where the teachers encounter great difficulties in consequence of the apathy of a part of the rate-payers of these sections.

6. *St. Paul d'Abbotsford* contains 5 Catholic schools under control and 2 dissentient schools, very regularly attended by 253 pupils. The zeal of the ratepayers in this parish, one of the poorest in the district, is deserving of the highest praise.

The ratepayers of the village section, prevented by the distance from sending their children to the schools in the other sections of the parish, have not shrunk from the sacrifices which it was necessary to make in order to erect a suitable school-house and procure the necessary furniture. French and English are taught in this school with care and success by Miss Honorine McGuire.

7. *Ange Gardien* has now 8 elementary schools under control; these are regularly

attended by 348 pupils. Like St. Paul, this young parish is highly deserving of praise, on account of the great sacrifices which have been made by the ratepayers in order to erect 5 school-houses in only two years.

8. *St. Hugues* has one academy for girls and 7 elementary schools, irregularly attended by 403 pupils.

9. *St. Simon* contains 4 elementary schools, which are attended, without any great regularity, by 269 pupils.

10. *St. Rosalie* has 5 elementary schools, attended by 319 pupils. The assiduity shown at the schools of the 2nd and 3rd range is truly excellent, whilst the children in the 4th, and especially in the 5th range, attend school very irregularly—so much so, indeed, that it would be better to close the school.

11. *St. Pie* has 11 Catholic elementary schools; the dissentient school has ceased to exist. The 11 schools in this parish are attended, with average regularity, by 776 pupils.

12. *St. Dominique* contains 6 schools, attended with regularity by 495 pupils. Most of these schools exhibit no great progress in consequence of the direct opposition of one of the commissioners to all well-advised measures.

13. *St. Liboire*.—There is as yet no corporation established in this young parish, which has been but three years in existence. There is, however, one school in operation, attended by 28 pupils. I am happy to be able to inform you that in this place, poor as it is, there is not a single person who is not anxious to see the schools established. This parish already contains 178 heads of families, and I may say that three schools, placed in the centre of the most populous ranges, would each be attended by 40 children.

14. *St. Ephrem d'Upton* has four schools: three under control, and one English dissentient school. They are very regularly attended by 213 pupils.

15. *St. Hélène* is divided into four sections, but there are only two schools in operation under control, and the poverty of the inhabitants does not permit of their maintaining more. There is also an independent Catholic school. These schools are attended by 191 pupils.

16. *St. Hyacinthe* (town) contains one college, one academy for girls, one model school, six elementary, and three independent schools. All these institutions are attended by 1,077 pupils whose assiduity is satisfactory, with the exception of the pupils of the school at the lower part of the river, who show but little.

17. *Notre Dame de St. Hyacinthe* has ten schools, attended by 545 pupils. Most of these schools are still unprovided with what is necessary to promote the improvement of the pupils, who have generally been more assiduous this year than last. Hitherto these schools have made but little progress.

18. *La Présentation* has six schools, attended with average regularity by 336 pupils. The commissioners are wanting in activity and good will.

19. *St. Damase* contains ten elementary schools, attended by 464 pupils. Six of these schools are very well attended, and are well encouraged by the parents, but such is not the case with the other four.

20. *St. Charles* has a model school and three elementary schools, attended by 255 pupils. The village schools are very well attended, but those in the 3rd and 4th ranges are attended irregularly.

21. *St. Denis* has one academy for girls, and nine elementary schools. The pupils of the schools in the concessions show but little assiduity; the village schools are attended with great regularity.

22. *St. Jude* has six schools in operation. They are attended by 318 pupils, most of whom show but little assiduity.

23. *St. Barnabé* has five schools in operation under control, and one independent school. These are attended by 320 pupils, who are in general more assiduous than they were last year.]

Second Report.

I have the honor to transmit to you my report for the last six months of the year 1861

My principal object in making this visit was to ascertain and assure myself of the causes which, in addition to those which I pointed out in my last report, are still impeding the progress of education in this district:

At the time of my previous visit I had reason to suspect that the want of progress in a great number of schools resulted from the incompetency and inexperience of their teachers, and at my last visit I ascertained that this suspicion was but too well founded. In order to arrive at the facts of the case, I collected the male and female teachers of all the sections in a central place in each parish, and caused them to undergo an examination on the theory and practice of the art of teaching. I may here cursorily remark that such examinations, held by the inspector, would, if repeated two or three times during the year, be productive of the most favorable results.

By this means I easily ascertained the following facts. Of 31 male teachers employed in the district, ten have a better education than is requisite to teach a model school; twelve are competent to teach elementary schools satisfactorily; and nine are hardly sufficiently well educated to do so.

Of 108 lay female teachers, 40 are well educated; 38 have about sufficient knowledge to teach an elementary school; and 30 are not sufficiently well educated to perform their duties in a suitable manner. All, however, with a single exception, hold diplomas.

Mr. Leroux then makes mention of a regulation which he laid down for the male and female teachers in his district, and which was calculated to ensure uniformity of instruction, greater order in classes, and economy of time.

And lastly, he says, in order to lighten the tasks of all, I strongly impressed upon them the necessity of subscribing to the journals published by the Department, and I succeeded with a great many.

All this was not exacted without causing some murmurs and creating some malcontents. Many said that I required too much, considering the small salary which they received. To these I pointed out that these were probably the means by which the lot of the teacher was to be improved; that by qualifying himself to perform his duties worthily, he would acquire the confidence and esteem of the ratepayers, who, when they see the valuable services which he renders to their children, will willingly consent to increase his salary, and will doubtless make sacrifices in order to do so.

(These reforms have raised up adversaries to Mr. Leroux; he alludes to them in his report, and consoles himself with the maxim: "Do your duty, let what will happen.")

EXTRACT FROM THE REPORT OF MR. INSPECTOR CARON.

COUNTIES OF ST. JOHN'S, NAPIERVILLE, AND IBERVILLE.

In submitting this report, I am happy to be able to state that in general the school law works well in the three counties that compose my inspection district, and further, that there has been gradual improvement in the schools.

The school commissioners, with some few exceptions, perform their duties well; and I have to commend the good order in which their affairs are kept.

In this respect a few must be excepted, whose monetary affairs are in bad order.

The Secretary-Treasurers are generally exact and zealous. Their registers up to the present time are perfectly well kept, and it gives me pleasure to record here that there has been no complaint of defalcation against any one of them. In this respect the school commissioners are very attentive.

In several municipalities the ratepayers give evidence of great goodwill in making sacrifices in order to repair the old school-houses and build new. Among others I may

mention the parish of St. Alexandre, in the county of Iberville. This new parish, which has only just completed a magnificent church which does honor to all who have contributed to its erection, has generously raised the large sum of £200 for the erection of a spacious building intended for a model school. I may also mention St. Cyprien, in the county of Napierville, where extensive repairs have been made to several school-houses and particularly to the model school-house; the repairs to this last, including the amount mentioned in my last report, have cost £55. St. Valentin, county of St. Johns: the cost of repairs to the village school amounts to £21 11s 5d; St. Brigide, which is now building three school-houses; St. George de Henryville, where a fine building of stone and brick is being erected, which is intended for an academy for girls.

The inhabitants of this fine parish, in the short space of six days, subscribed the round sum of \$2000 for this building; the church-wardens, in the name of the *Fabrique*, subscribed \$1000, and the Curé, the Reverend Mr. St. Aubin, generously undertook to make up the deficit, which already exceeds \$1000.

I do not here undertake to speak the praises of this excellent Curé and the generous inhabitants of his parish, for nothing that I could say would equal what they deserve for this noble work.

I have reason to believe that the love of education which seems to animate the inhabitants of this district will result in the erection, in all the villages, of comfortable buildings for the academies and model schools.

In my first report I pointed out the obstacles which impede the instruction of youth in my district. In this report I have to remark that these obstacles, though gradually disappearing, are still interfering with the progress of the pupils.

I will now proceed to notice each municipality in my inspection district.

COUNTY OF ST. JOHN'S.

This county is divided into 10 municipalities, of which 4 are dissentient.

It contains a Catholic academy for boys, a Protestant academy, a Catholic academy for girls, 2 Catholic model schools, 1 Protestant model school, 32 elementary schools under the control of the commissioners, and 6 dissentient schools. There are also an independent academy for boys and an independent elementary school.

Number of children attending the schools under the control of the commissioners...	2310
Number of children attending the dissentient schools.....	363
Number of children attending the independent schools.....	90
Total number of children attending school.....	2763
Increase over 1859 and 1860.....	362

1. *Town of St. John's*.—In this town there are two academies for boys, one academy for girls, and four elementary schools, at which 780 children of both sexes are educated.

These three educational institutions all enjoy a high reputation. The pupils attending them receive a very careful education.

Of the four elementary schools, one is under the management of the Sisters, and the other three are kept by good teachers. The progress is most satisfactory.

2. *Parish of St. John's*.—This parish is divided into four sections, in each of which a school is in operation. The number of children attending them is 188. Three of these schools are well kept; the fourth is not very good.

3. *St. Bernard de Lacolle* contains fifteen sections, four of which belong to the dissentients. There are two model schools, at which 166 children receive an excellent education, and 14 elementary schools, attended by 528 pupils.

In my first report I could only class four elementary schools as good; now, it gives me pleasure to state that a change for the better has been effected; of the 14 elementary schools in operation, there are only two which are inferior; the others are well kept, and the children have made great progress. The commissioners and the trustees visit the

schools regularly, and by so doing have greatly contributed to bring about this happy result.

4. *St. Valentin* contains two municipalities. There are eight sections, one model school, six elementary schools under the control of the commissioners, and one dissentient school.

The model school is attended by 115 children of both sexes. The children not having attended the school regularly, the progress has not been very satisfactory.

The elementary schools, which have 351 pupils, are under the management of good teachers. Two of them are in fact model schools.

The dissentient school, although a small one (it being attended by only 18 pupils), is also very good.

The school commissioners of this municipality have had the good sense to employ none but male teachers for their elementary schools.

5. *Ste. Marguerite de Blairfindie*.—This parish is divided into two municipalities. There are five elementary schools under the control of the commissioners, and one dissentient school. They are attended by 356 children.

The Grande Ligne school, which is conducted by an able master, is very good, and may be classed as a model school. The dissentient school, which is taught by a male teacher, is well kept. Of the other four schools, two are good, but discipline is but ill-observed in them; the remaining two are very inferior.

The female teacher at the village has been replaced by a male teacher, who holds a model school diploma.

This parish also contains an academy, and an independent elementary school. The academy, at which 45 boys receive instruction, is on a good footing. French, English, the epistolary art, geography, the use of the globes, arithmetic in all its branches, geometry, algebra, Latin, Greek, and vocal music are successfully taught at it.

The elementary school attached to this institution is attended by 45 children of both sexes. This school, which is under the management of a male teacher, is a very good one.

Most of the children attending these two educational institutions are Canadians.

6. *St. Luc*.—This municipality is divided into four sections, in each of which there is a school in operation. The number of children attending these schools only amounts to 171. Of these four schools two are good, the third is poor, and at the fourth no progress whatever has been made, as the attendance has been very irregular.

The female teacher who has succeeded the one who has just left this school is even younger than the latter, and does not seem to be endowed with the qualities necessary to maintain order in the school.

COUNTY OF NAPIERVILLE.

This county is divided into nine municipalities, of which four are dissentient.

It contains an academy for girls, 4 model schools, 27 elementary schools under the control of the commissioners, and 5 dissentient schools; there is also an independent elementary school.

Number of pupils attending the Catholic schools.....	2,243
Number of pupils attending the dissentient schools.....	168
<hr/>	
Total number attending the schools in this county.....	2,411
Increase over 1859 and 1860.....	172
172-|-362 = 534.	

7. *St. Cyprien*.—This parish is divided into two municipalities. It contains eight school sections, an academy for girls, a model school, eight elementary schools under the control of the commissioners, and one dissentient school.

The academy for girls, including the elementary school, is attended by 161 pupils.

This educational institution continues to enjoy a high reputation, and the progress has been most satisfactory.

The model school is under the management of a very competent teacher, who performs his duty very successfully; it is attended by 140 pupils.

The elementary school is taught by a daughter of the teacher of the model school; it is well kept.

Of the other six elementary schools, three are taught by male, and three by female teachers.

The number of children attending the eight elementary schools amounts to 635; they are all well kept, and the progress has been satisfactory.

The dissentient school is also a good one, and is attended by 40 pupils. The commissioners and trustees show great zeal for the instruction of youth. At the public examinations, which were held at the end of the school year, and in which I took part, the commissioners distributed a great number of prizes in each of the schools.

8. *St. Rémi* is divided into two municipalities. There are eight sections exclusive of the dissentients. This parish contains a model school, seven elementary schools under the control of the commissioners, and one dissentient school.

The model school has 130 pupils, and is under the management of a very competent teacher; he has a mistress to assist him.

The seven elementary schools are attended by 441 pupils, and are all entrusted to female teachers; five of them are very good; the other two, at which the attendance is small, are inferior.

9. *St. Michel Archange*.—This parish contains two municipalities; it is divided into six sections, of which one is dissentient.

It contains a model school, five elementary schools under the control of the commissioners, and one dissentient school.

The model school, at which 69 children receive instruction, is under the management of a male teacher, a native of France.

At this school, the pupils having attended very irregularly, there has been but little progress, although the teacher is himself very competent.

The five elementary schools are attended by 326 pupils. Four of them are good, and the children have made satisfactory progress; the fifth is not at all good; it is one of those schools in which the children are unprovided with all that they require.

The dissentient school, attended by 21 pupils, is under the management of a male teacher. This school, though small, is well kept.

10. *St. Edouard*.—This municipality is divided into four sections, in each of which a school is in operation. It contains a model school and three elementary schools.

The model school, which has 98 pupils, is entrusted to a very competent male teacher, who is successful in the performance of his duty; he is assisted by a mistress. The school is on a very good footing.

The three elementary schools have 180 pupils, and are kept by female teachers; the progress is satisfactory.

11. *St. Patrice de Sherrington*.—This parish contains two municipalities; it is divided into seven sections, two of which belong to dissentients.

It contains five elementary schools under the control of the commissioners, two dissentient schools and one independent elementary school, maintained by the Reverend Mr. Bérard, the Curé of the place.

The five schools under the control of the commissioners are attended by 222 children. Three of these schools are good; the other two, at which the attendance is small, are inferior.

The two dissentient schools, attended by 79 pupils, are well kept.

The independent school has 69 pupils and is well kept by a good teacher. It is to be desired that the commissioners should take it under their control.

COUNTY OF IBERVILLE.

This county is divided into 10 municipalities, of which 4 are dissentient.

It contains 2 model schools, 39 elementary schools under the control of the commissioners, and seven dissentient schools.

Number of children attending the schools under the control of the commissioners...	2583
Number of children attending the dissentient schools.....	231
There is also in this county an independent Protestant academy with an elementary school attached to it: Number of children attending it.....	34

Total number of pupils attending the schools in this county.....	2848
Increase over 1859 and 1860.....	288

362-|-172-|-288 gives an increase of 822 pupils.

12. *Town of Iberville.*—This town is divided into two municipalities. It contains two elementary schools under the control of the commissioners, and one dissentient school.

The Catholic schools are attended by 264 pupils, and the dissentient school by 36.

The boys' school has 94 pupils, and is under the management of a male teacher who is a native of France. This school is on a good footing.

The girl's school is attended by 170 pupils, and is kept by two very competent female teachers. This large school is divided into two classes. It is the best elementary school for girls in my district; the progress made is most satisfactory.

The dissentient school has 36 pupils (of whom 13 are Catholics) and is under the management of a Catholic male teacher of English origin, who teaches French with success.

The examination was very satisfactory.

13. *St. Athanase.*—This parish is divided into 10 sections, each of which has its school in operation. There are 9 elementary schools under the control of the commissioners, and one dissentient school.

The number of children who receive instruction at the Catholic schools amounts to 432; the number attending the dissentient school is 34.

The Kempt school, kept by a male teacher, is good. Of the eight others, all under the management of male teachers, three are good and four passable; the eighth was but little attended during the winter for want of fuel.

In this municipality the fuel for the school-houses is provided by the ratepayers.

The dissentient school, which has 34 pupils, is not regularly attended; it is, however, pretty good.

14. *St. George, Henryville.*—This parish includes two municipalities.

It contains a model school, nine elementary schools under the control of the commissioners, and four dissentient schools.

The number of children who receive instruction at the Catholic schools amounts to 677; the number of children attending the dissentient schools is 130.

The model school has 174 pupils, and is under the direction of a very able male teacher, who is assisted by a mistress. It is very well kept. The mistress is a very active person; the progress shown by the classes entrusted to her, do her honor; in a word, this large school is everything that can be desired.

There are nine elementary schools, of which four are under the direction of male teachers. Of these latter, three are well kept; in the fourth there has been no progress. At my last visit, instead of 50 who are entered in the school journal, I found only 6 pupils present.

The five schools entrusted to female teachers are well kept.

The dissentient schools have 130 pupils.

The village school is very good.

There were two other schools open during the first part of the year ; of these, one was good and the other of average quality.

The fourth school, under the management of an old female teacher, is well kept.

The obstacle to progress in this municipality is the frequent changing of the teachers of both sexes.

15. *St. Grégoire*.—This Municipality is divided into eight sections.

It contains a model school and eight elementary schools all of which are under the control of the commissioners.

The model school has 68 pupils, and is under the direction of a very able male teacher, who is very successful in the performance of his duty.

The pupils who attend this excellent school receive a careful education.

Of the eight elementary schools, which together are attended by 370 pupils, the Grand-Bois school, kept by a male teacher—that at the village and that at the Double Range, both kept by female teachers—are very good. Two others are passable. The three last, which are entrusted to female teachers, two of whom are 17 years of age and the other 18, are by no means good. I have already represented to the commissioners of this municipality that the female teachers employed by them are too young. I have further represented to them that it is advisable to employ persons from other parishes in preference to young girls who have been brought up and educated among the children whom it becomes their duty to instruct.

16. *St. Alexandre*.—This parish is divided into two municipalities, but the dissentients have no school in operation.

There are six elementary schools, all taught by females. The number of children attending them is 448.

The village school has 117 pupils, and is under the direction of a female teacher of great talent and ability. A great change has been effected in this school since last year. The progress made has been most satisfactory.

Of the other five schools, which are all taught by females and are attended by 331 pupils, four are good ; the other is inferior ; progress, however, has been made in all.

17. *Ste. Brigitte*.—This parish is divided into two municipalities.

It contains five elementary schools under the control of the commissioners, and one dissentient school.

The village school has 55 pupils, and is under the management of a very praiseworthy male teacher. The progress has been satisfactory. This school is equal to a model school.

The four other schools are attended by 167 children ; two are taught by male, and two by female teachers. Satisfactory progress has been made.

The dissentient school has 31 pupils, and is under the management of a male teacher.

The examination was satisfactory.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR GRONDIN.

COUNTIES OF BEAUHARNOIS, LAPRAIRIE AND CHATEAUGUAY, LESS THE PROTESTANTS OF ORMSTOWN AND ST. JEAN CHRYSOSTOME.

First Report.

I have the honor to submit to you the following report on the condition of the schools in my inspection district.

The almost impassable state of the roads, consequent upon an incessantly rainy autumn and the commencement of a very severe winter, gave me reason to apprehend, for that period of time, a considerable diminution in the number of children attending the schools. Fortunately, however, such was not the case; on the contrary, the average number of pupils in the last six months of the year 1860 exceeds that of the first six months of the same year by 250.

I may confidently assert that education is making material progress, especially in reading, grammar, geography and arithmetic.

1. *Reading*.—In general the pupils read better, more intelligibly, and with more expression. In several schools the excellent system of making the pupils give a summary of what they have read has been adopted. The statistical tables which I transmit to you, together with this report, shew an increase of 393 in the number of pupils reading well.

2. *Grammar*.—Analytical grammar, taught by exercises and explanations, parsing, parts of speech, and even, in some schools, by logical analysis, is also making satisfactory progress. Within the last six months, the number of pupils studying this branch has increased by 58.

3. *Geography*.—There has also been great progress in this branch, the number of pupils studying it having increased by 284 in the short space of six months. I must here express my regret that several schools are unprovided with atlases and good geographical maps.

4. *Arithmetic*.—I cannot say that very remarkable progress has been made in arithmetic in the last six months; however, the fact that the number of children studying it in the schools has increased, in that short space of time, by more than a thousand, is the best proof of the high esteem in which the utility of numerical science is now held. I must however remark, that the increase just mentioned specially refers to simple arithmetic.

In general, all the teachers of both sexes in this district are competent and zealous; it is, however, incumbent upon me to state that some of them, especially of the female teachers (and these are in a large majority), are not teachers by profession, but merely devote themselves to instruction while awaiting a better occupation.

I greatly regret to have to mention that there has been less progress in writing than in the other branches of instruction. In examining into the causes which prevent improvement in this useful art, I easily perceived that this state of affairs arose from the fact that, in many of the municipalities the school rooms are too small for the great number of pupils attending them, and that they are furnished with ill-made rickety tables and benches, quite out of proportion, moreover, to the number of pupils. Add to this the parsimony of many parents, who send their children to school without the necessary articles, or with only pen, ink and paper of an inferior quality, and you will be no longer surprised that little progress is made in this important branch of education.

It is to be regretted that in many places the school-houses are not provided with the dependencies necessary for the comfort of the teacher and his family, and that in some places they are not sufficiently roomy, thus exposing the health of master and pupils to injury.

Unfortunately for the school municipality of Ste. Cécile, which last year had a model school and three good elementary schools in operation under control, the rich and influential seignior of the place, who is also the proprietor of more than half the farms in the parish, and of about forty building lots in the village, refuses to pay his share of the school rates, and is carrying on a long and expensive suit against the school commissioners, which has already compelled them to close several schools, and in consequence to deprive more than 200 children of the benefits of education.

I have followed your instructions as to the distribution of the books which you sent to me, to be given as prizes in the schools.

The account books and minutes of proceedings are generally well kept by the Secretary-Treasurers of the various municipalities. The teachers are also better paid than for-

merly, though some still complain of irregularity of payment. During my visit for the first six months of 1861, which has already commenced, I shall pay special attention to monetary matters, and will see that all the Secretary-Treasurers make up their accounts in conformity with the 10th clause of the Act 14 and 15 Victoria, chapter 97.

Second Report.

I am happy to be able to state that education is progressing in a very satisfactory manner in this district, and of this you may satisfy yourself by comparing my preceding statistical tables with those which accompany this report. In justice to several schools, I must say that they have improved beyond my expectation.

These results, however, must not cause us to forget that very important improvements are still necessary, and more especially in the construction of the school-houses. These improvements, left to the will of the school commissioners, will probably be carried out, but at a period more or less remote.

The mutual simultaneous system of instruction should also be introduced into all our schools, in spite of the opposition which would at first be made by some who are more prejudiced than ill-disposed, and who believe that a pupil loses all the time which he spends in teaching others, and that he learns nothing when taught by any other than the master himself.

I will now proceed to review each municipality, and make brief observations as to the condition of each of the schools under my superintendence.

COUNTY OF LAPRAIRIE.

1. *Laprairie*.—In the village there is a convent, under the management of the Sisters of the Congregation, which is too well known to be in need of my praise; it is usually attended by 130 pupils. The academy for boys, ably directed by Mr. St. Hilaire, a pupil of the Jacques Cartier Normal School, has 125 pupils. The village also contains an independent superior school for girls, attended by 64 pupils; it is kept by Mde. Blanchard, an experienced teacher who holds a Model School diploma. The elementary schools are well attended, with the exception of those of Nos. 3 and 6, where the attendance has been small and but little progress has been made. The school commissioners of Laprairie show great zeal for the cause of education by furnishing the schools with paper and books. It is well known that a want of these articles is one of the greatest obstacles to the advancement of education. The accounts and minutes of proceedings are kept in a very plain and orderly manner by Mr. Lanctot, Notary.

2. *St. Philippe*.—This parish possesses a model school and five elementary schools. The model school, kept by Mr. Boutin, has not made so much progress this year as last, probably on account of want of assiduity on the part of the pupils, for the teacher seems to be active and zealous; the number of pupils entered on the journal is 72. The elementary schools have all produced satisfactory results. The school-houses which have been more or less extensively repaired, are all in tolerably good order. I myself kept the accounts of the commissioners for two years, and placed them, in good order, in the hands of the present Secretary-Treasurer, Mr. Hubert Lefebvre.

3. *St. Jacques le Mineur*.—Like St. Philippe, this parish contains a model school and five elementary schools. Mr. R. Martineau teaches the model school very successfully; it is attended by 135 pupils. The elementary schools, except the one in the lower part of the St. André Range, are well managed. Mr. Moïse Martin, farmer, the Secretary-Treasurer, keeps the accounts regularly.

4. *Caughnawaga*.—The Indian school has been closed in consequence of the great indifference of the persons interested; in the village, however, there is a French independent elementary school, kept by a female teacher and attended by 42 French Canadian pupils.

5. *St. Constant*.—This parish contains a model school, four French elementary schools, and an English dissentient school. Mr. Joseph Paradis teaches the model school, which is attended by 104 pupils, with zeal and ability. There has been no sensible progress in

schools No. 2 and 4, in consequence of the little assiduity exhibited. The results in the other schools, which are better attended, have been more favorable. Mr. Defoy, Notary, keeps the accounts of the school commissioners. The dissentient school, attended by 50 pupils, is kept by a very competent female teacher, who teaches English only.

6. *St. Isidore*.—This parish contains a very flourishing model school, attended by 89 pupils, and kept by Mr. Victor Maucotel, a native of France; also a girl's school, very well kept and attended by 74 pupils, and two good elementary schools taught by females; that in the lower part of the St. Regis Range is attended by 90 pupils, and that in the upper part of the same range by 86. The accounts, which are kept by Mr. Langevin, Notary, are in good order.

COUNTY OF CHATEAUGUAY:

7. *St. Joachim de Chateauguay*.—The convent in this parish, under the direction of the Ladies of the Congregation, and attended by 110 pupils, may be classed as a very good educational institution. The model school, attended by 74 pupils, is well conducted by Mr. Giroux. The elementary schools, four in number, are well kept with one exception, No. 5, where the progress has not been so great as it should have been. The dissentient school appears to make progress; it is kept by a female teacher. The accounts are kept by Mr. LePailleur, Notary; there has been great negligence in this respect, which has given rise to a suit which is not yet terminated. At present things are doing well; there are few arrears of assessment, and the teachers are regularly paid.

8. *St. Philomène*.—This municipality contains a model school for boys, a girls' school in the village, and four elementary schools in the concessions, taught by females. In the model school, which is attended by 70 pupils, there has not been so much progress as formerly. The girls' school is well kept, and is attended by 60 pupils. The school commissioners, from motives of economy, have resolved to unite these two schools under one teacher. I consider this mistaken economy, and do not approve of the decision. The two schools in the Ste. Marguerite concession are sufficient; that in the upper part of the concession is attended by 57 pupils, and the other by 55. The school in the St. Charles concession, which is attended by 51 children, is of medium quality. The school at the water side, attended by 46 pupils, is very well kept.

9. *St. Martine* contains a model school for boys, a school for girls, five elementary schools under the control of the commissioners, and a dissentient school. The model school, under the direction of Mr. Guilbault, and attended by 138 pupils, is everything that can be desired. The school for girls, with 125 pupils, is also well kept. Of the elementary schools, that in No. 5, taught by Mr. Vanier, is the best; that in No. 2 has deteriorated; and the others are passable. The Secretary-Treasurer, Mr. James Wight, is very zealous, and keeps the accounts well. The dissentient school, although little progress has been made in it, seems to be well kept; it is under the management of a female teacher, and is attended by 22 pupils.

10. *St. Urbain*.—This parish, although it contains no model school, is not backward in respect of education, and its elementary schools, which are taught by females, are on a very good footing, except that in section No. 2, which is, however, pretty good. The number of pupils attending the schools is 85 in each of sections Nos. 1, 3, and 4, and 62 in section No. 2. Mr. Notary Bisson, the Secretary-Treasurer, performs his duty well. The dissentient school is kept by a female teacher who is not very competent; it is attended by 38 pupils who make little progress.

11. *St. Jean Chrysostôme, No. 1*.—This municipality contains three English Catholic schools. That in section No. 1 is taught by a very competent young female, and is attended by 64 pupils, 8 of whom are Protestants; 5 are of French, and the others of English origin. In section No. 2 the school is kept by a good teacher, and is attended by 58 pupils, of whom 43 are Catholics and 15 Protestants; 12 are of French and the remainder of English origin. The third school is attended with but little regularity by 47 pupils, of whom 6 are of French origin and the rest English; they are all Catholics. Mr. George Hart performs the duties of Secretary-Treasurer in a satisfactory manner.

12. *St. Jean Chrysostôme, No. 2*.—As in St. Jean Chrysostôme No. 1, only the

Catholic schools of this municipality are under my superintendence. Of the 17 school-sections of which it was formerly composed, only 11 now remain; of these, seven have Catholic and four Protestant schools. The other sections have been attached to adjacent municipalities. The model school, which has 140 pupils, all French Canadians, is zealously and ably taught by Mr. Benjamin Singer. In section No. 2 a good school is kept by a male teacher, and is attended by 65 pupils, of whom 35 are Catholics and 30 Protestants; 10 are of French and the remainder of English origin. Section No. 3 is temporarily united with No. 1. In section No. 4 the school is well kept and is attended by 80 French Canadian pupils. Sections 5, 6 and 7 are situated in the new parish of St. Antoine Abbé, which has been detached from St. Jean Chrysostôme. The school in section No. 8, taught by a female, is inferior; it is attended by 42 pupils, two-thirds of whom are Catholics; 18 are of French and 24 of English origin. Section No. 9 is attached to Hemmingford. At the time of my visit the school in section No. 10 had been closed for some months, in consequence of the unexpected departure of the teacher; it was attended by 68 pupils, all of English origin, and about equally divided in respect of religion. The schools in sections 11, 12 and 13 are Protestant, and consequently not under my control. Section No. 14 has a good school, taught by a female, attended by 103 pupils, of whom 23 are Protestants and 80 Catholics; they are about equally divided in respect of origin. Section No. 15 is united with No. 14; No. 16 is also attached to Hemmingford, and No. 17 has a Protestant school. The late Secretary-Treasurer, when he went away from the parish, left the books, and especially the accounts, in some confusion. Mr. Leriche, who has succeeded him, appears to understand his duty well and to perform it faithfully.

13. *St. Antoine Abbé*.—In this new parish there are three good elementary schools in operation. That in the Lemieux range is taught by a female, and is attended by 58 pupils, who are nearly all Catholics; they are about equally divided in respect of origin. In section No. 2 the school is kept by a male teacher, and attended by 58 pupils, all of French origin. The third school is taught by a female; it is attended by 71 pupils, nearly all of whom are Catholics; about one-half are of French and one-half of English origin. The difference of origin in this section is giving rise to difficulties. The Irish are desirous that the school should be exclusively English, while the Canadians, who are in a majority, wish, with reason, that both languages should be taught. I rely on the zeal and influence of the Rev. Mr. Labelle, the Curé, to effect an adjustment of these difficulties.

14. *St. Malachie d'Ormstown*.—The Catholic dissentients have only one school in this municipality, and they are too poor and too few in number to maintain it unless assistance is granted to them by the Government. This school, which has been closed during a part of the year, was in operation at the time of my visit and was conducted by a teacher whom I believe to be very competent; it was attended by 52 children, nearly all of whom were of English origin and Catholics. The house is in very bad condition and unprovided with many indispensable articles.

COUNTY OF BEAUHARNOIS.

15. *St. Clément de Beauharnois*.—The academy for boys, which is known in the vicinity as "The Beauharnois College," and which has six professors, Brothers of the Order of St. Joseph, is attended by more than 250 pupils. The convent of the Ladies of the Holy Names of Jesus and Mary, which has nine religious and two lay teachers, is attended by 240 pupils. These two institutions are managed in a way that does honor both to their generous founder and to the skill of those under whose direction they are.

The elementary schools in the concessions, 9 in number and taught by females, are a little less forward than those in some other parishes, in consequence of some of their best pupils being taken away by the academy and the convent. The financial affairs are managed by Mr. A. G. Thériault, and the difficulties which formerly existed have almost entirely disappeared. There are also two dissentient schools in the village of St. Clément; one is a boys' school and has 22 pupils; of the existence of the other, which is a girls' school, I was unaware at the time of my visit; it has probably as many pupils as the first.

16. *St. Timothée*.—The convent of the Ladies of the Holy Names of Jesus and Mary

vies with that at Beauharnois in zeal and devotion ; but it is not so numerously attended as the latter, as it is situated in the midst of a district which is less populous and less favored in other respects ; it, however, contains 138 pupils, whose brilliant success is as satisfactory to those who encourage the institution as it is honorable to those who direct it.

The academy for boys, which occupies a magnificent building, for which we are indebted to the generosity of the Reverend Mr. Archambault, the Curé, has 100 pupils. The school commissioners know how to appreciate the zeal and extraordinary ability of their teacher, Mr. Green, and they prove this by allowing him a salary of \$550. The elementary schools, five in number and taught by females, are making progress, except the one in the lower part of the double range. The accounts are kept in a very orderly manner by Mr. Gervais, Notary.

17. *St. Cécile*.—The difficulties which had arisen between the school commissioners and the seignior, Mr. Ellis, or his agents, being almost settled, the commissioners have hastened to re-open the schools which they had been compelled to close. A model school, a girls' school, two other elementary schools under the control of the commissioners, and two independent schools, one Catholic and the other Protestant dissentient, are now in operation in this little municipality. Mr. Codebecq, a native of France, conducts the model school, which contains 93 pupils, with success. The other schools, all taught by females, are on a good footing, although in general but little advanced. The girls' school has 70 pupils; that at Grande Isle has 35, and that at the Double Range 24. In the independent Catholic school, kept by Mrs. McGuire, English and French is taught to 24 pupils, all Catholics, and about equally divided as to origin. The other independent school, which I visited in company with the dissentient trustees and the minister of the place, is attended by 34 pupils, all Protestants and of English origin. The accounts of the school commissioners are regularly kept by Mr. Masse, Notary.

18. *St. Stanislas de Kostka*.—The two elementary schools in this municipality, although but little advanced, are well kept. That in section No. 1, which has 66 pupils, is kept by a male teacher, and that in section No. 2, attended by 62 pupils, is taught by a female. The duties of Secretary-Treasurer are performed by Mr. Notary Longtin, who seems to be conversant with them.

19. *St. Louis de Gonzague*.—Of all the municipalities in my inspection district, this one contains most school sections and has most schools in operation, and after St. Clément, is the one which sends the greatest number of children to the schools. The model school, kept by Mr. Rivière, a well educated, skilful and zealous teacher, is under the control of the commissioners ; it is attended by 96 pupils. There are seven other elementary schools taught by females, which make about equal progress.

The dissentient trustees have also 4 English schools under their control. That in section No. 1 is attended by 63 pupils and is kept by a male teacher who has a salary of \$240 ; that in No. 2, attended by 56 pupils, is also kept by a male teacher, who also receives a salary of \$240 ; that in No. 3, attended by 30 pupils, is taught by a female, who has a salary of \$200 ; and that in No. 4, which has only 20 pupils, is also taught by a female, who has a salary of \$120.

The commissioners have for their Secretary-Treasurer Mr. Gagnier, who has taken great pains to restore order in the financial affairs which, it would seem, had been badly administered previous to his acceptance of office.

EXTRACTS FROM THE REPORTS OF MR. INSPECTOR BRUCE.

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

First Report.

My present report shows far fewer schools in an unsatisfactory state than any of my previous reports. Of all the schools in operation at the time of my visits, only 11 have

I had to report unfavorably. Of these, three are in the parish of St. Anicet, two are in the municipality of Dundee, two in Godmanchester, one in Hinchinbrook, one in Franklin, one in St. Chrysostome, and one in Hemmingford. Of those of which I have to report favorably, 9 were found in an excellent state, 56 in a satisfactory state, and 43 in a fair and improving state.

To bring up our schools to that high standard at which we aim, many are the obstacles which have yet to be removed, and the difficulties to be surmounted. But even a bird's-eye view is sufficient to show that within the last few years not a few of the former have been done away with, and many of the latter greatly lessened. Ignorance of our school law, peculiar and shallow notions about teachers and teaching, officious interference with teachers and school management, miserly dispositions, putting more value on a few dollars than on a good education or on the general improvement of society, we reckon among our greatest hindrances to educational advancement.

There are two other things to which I beg to direct attention, which I consider very hindering to educational progress:

1st. The many inefficient teachers sent abroad by our Boards of Examiners. Their motives for passing individuals of low qualifications, at first especially, showed consideration. Teachers then were few; but that state of things has passed away. The scarcity of teachers is not now the want: the scarcity of good teachers is now the great want.

2nd. Irregular attendance is another hindrance to progress in our schools. This is a general and a crying evil. The most painstaking, the most persevering, and the most skilled and talented teachers cannot successfully contend with it.

The examination of schools is a most important work.

The suggestions I make with reference to this subject I wish to be considered as the results of considerable experience, and some consideration.

1. The inspector should proceed to examine a school with its daily journal before him.

2. To do as much justice as possible to both the teacher and the scholar, he should judge of his progress with special reference to his age, the time he has attended school, the regularity of his attendance, and his capacity. For the first three, he looks in the journals; for the fourth, he must look partly to the teacher.

3. On beginning the examination—let us suppose with the lowest classes—he examines class after class, taking care to examine them on no prepared lessons.

4. In collecting results, it should be with reference to the things referred to under No. 2, noting, as he proceeds, how they read, the teacher's method of teaching and training them, what knowledge they have of what is taught them, their advancement with reference to their state when they entered school, how his way of teaching and manner tend to excite the children to seek instruction, and observing whether instruction has been bestowed equally upon all.

5. But care must be taken not to keep any class, a juvenile class especially, long under trial. Let it be searching—strictly judicious—while continued.

1. *Elgin*.—The schools of this township are all in operation. Three are conducted with tolerable efficiency, and two are not in a very satisfactory state. The teachers of Nos. 2 and 3 never taught before, and need considerable experience and knowledge of effective teaching to make them successful instructors.

2. *Huntingdon*.—All the schools in this village are in operation. The schools under the commissioners are in a satisfactory state; teaching efficient, showing considerable intelligence and skill. The academy is not so well attended as usual. Respecting the talents and skill of the present Principal in conducting it, there can be no doubt; he is an efficient and a laborious educator. The dissentient school in the village is in a fair state.

I wish commissioners and trustees would discharge their duties as efficiently as the teachers.

3. *Godmanchester*.—Not many schools in this municipality are at present very ably conducted. So frequently do they change their teachers that schools well conducted one

year are very often but indifferently conducted the following year. The best conducted schools at present are those of Nos. 2, 5, 6 and 10. Of the dissentient schools, No. 1 is by much the best conducted school, and the scholars are far more advanced. School No. 3, dissentient, is in a low state; and No. 2 is next to defunct.

4. *Dundee*.—I was much pleased to find the commissioners so earnest and willing to second my efforts in improving their schools and raising the teaching to a higher standard. With the exception of Nos. 5 and 7, their schools are at present in fully a better state than usual. The children of No. 6 showed the most advancement, especially in reading, spelling on slates, writing, and the more advanced scholars in arithmetic; it is also the school in which grammar and geography are taught to much advantage.

The great hindrance to the advancement of education in this township still continues, viz.: the short engagement of teachers and never keeping the same teacher sufficiently long in the same school.

The dissentient school in Dundee, like the majority of dissentient schools under my supervision, is doing little good. It is oftener closed than in operation, and when open it is for a short time, and conducted by teachers so low in qualification, that the children benefit little by their instructions.

5. *St. Anicet*.—The state of the schools in this parish, under the commissioners, differs little, if any, from what it was when I last reported. The most thriving is No. 12; its children are considerably in advance, in all the branches they study, of those of others of their schools.

The commissioners are not very fortunate in getting the right kind of teachers; it is true they engage teachers only having diplomas, but so often are trustees, commissioners, and myself disappointed and altogether deceived by such guarantees of qualification; that we find it best and more to the advantage of schools to choose teachers with reference to our own knowledge of their capabilities and skill in teaching. Our Examining Boards are seldom successful in ascertaining the true qualifications, aptness to teach, and fact in conducting schools, of those who come before them to undergo an examination.

The dissentient schools, with the exception of No. 2, have considerably improved. Their trustees appear to be earnest in discharging their duties and doing their utmost to engage efficient teachers; but they have not a few difficulties with which to contend, and which are not easily surmounted.

6. *Hinchinbrook*.—The schools of Hinchinbrook have generally teachers of fair qualifications and zealous in the discharge of their duty; and it is worthy of notice that when some near townships had scarcely one teacher deserving favorable notice, Hinchinbrook never wanted some able devoted teachers. Nor are its commissioners given so much to changing teachers as other municipalities under my jurisdiction; hence the more steady advancement in education of its regular school-going youth.

7. *Franklin*.—The schools of this municipality are all in their ordinary state of efficiency. Indeed, four, viz.; No. 1, 3, 4 and 5 are very satisfactorily conducted. Of no school, therefore, have I to report unfavorably.

8. *St. Malachie*.—I have to report of no school unfavorably. The only school in the parish doing little good, is the dissentient school in the village of Durham. This school is kept very irregularly in operation, and very seldom has it an efficient teacher. The schools whose pupils showed most advancement, are Nos. 1, 2, 4, 5 and 7. Nos. 3, 6, 10, 11 and 14 are making very fair advancement. The children of this parish are favoured with not a little of intelligent teaching. Much is done in nearly all their schools to create in the mind of the scholar a craving for knowledge—a desire to understand everything taught,—thus urging him on to higher attainment.

9. *St. Jean Chrysostôme*.—The schools in this parish under my immediate supervision are all in a satisfactory state. Two of the trustees of the dissentient school were present at its examination.

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 No. 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. Arnold'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 geographies, 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 instructions in music; it should be considered an indispensable branch of instruction.

Drawing.—This is another branch too much neglected. Writing and drawing should be taught contemporaneously; where this is the case the art of writing is acquired much sooner and with more ease.

1. *Elgin.*—The schools of this municipality all had teachers, and were in operation at the dates of my visits, except the school of No. 3, which happened to have holidays. In this report I have to complain of no school as being in an unsatisfactory state. One school (No. 2) had a very small attendance. I wish commissioners would take a more active part in collecting school dues.

2. *Dundee.*—I found two schools vacant at this visit to the Township, namely, No. 2 and the dissentient school; both these have not been kept regularly in operation for some time. The dissentient school can never do much good; it and No. 7 should be united; their union would make a strong district, and commissioners would be able to keep its school regularly in operation conducted by an efficient teacher.

Of the schools in operation, Nos. 1, 4, 7 and 8 showed considerable improvement; No. 1 the most. The children of No. 5 showed very little advancement.

The school-commissioners shew considerable zeal in discharging their duties, and their Secretary-Treasurer deserves praise for his part of the work.

3. *St. Anicet.*—This parish cannot yet boast of many efficient schools. So frequently are teachers changed, and schools are thus brought under new discipline and children under new methods of teaching, that our difficulties in improving them can hardly be overcome. The people desire to have their own way in choosing instructors and change them as they wish. Commissioners and trustees generally yield to their desires and wishes, and thus in mending matters, as they think, things go from bad to worse. We have remonstrated against this evil, but, as yet, in the majority of municipalities, to little purpose.

The best conducted schools, and in which children show the most advancement, are No. 12, under commissioners, and Nos. 3 and 4, under trustees; next there are No. 1, under trustees, and Nos. 3 and 4 under commissioners; the rest are in a very tolerable state.

I may further remark that there is no want of desire with either the people or the commissioners and trustees to have good teaching and good teachers. Their notions about teaching, sound education principles, and ignorance how schools should be conducted, are the great drawbacks.

4. *Godmanchester.*—The state of schools in Godmanchester, this year, varies not a little; some are conducted with considerable zeal, efficiency and success. No. 8, under the commissioners, gives the least satisfaction.

5. *Hinchinbrooke.*—In this report I have to speak favourably of nearly all the schools of this municipality. A reformation is gradually working less or more into them all, except the dissentient school. So often is this school without a teacher, so inferior are the teachers the trustees generally engage, and so short is the term of engagement that the difficulties which these create are too formidable to be easily and in a short time overcome. The present teacher, however, should she be continued for some time, may do not a little to revive it.

The school commissioners of this township discharge their duties with not a little zeal, and their Secretary-Treasurer is likewise very attentive to his work.

6. *Franklin.*—Of the schools in operation all are in a fair state of advancement. The least improvement I observed was in writing and grammar.

I have to speak favorably of the Secretary-Treasurer of the Board of Commissioners. His books are kept with much correctness, and everything recorded and entered with care.

7. *Huntingdon.*—The schools of this village are all in operation. The advancement of education since my first visits to their schools is most satisfactory.

The dissentient school is in a fair state, considering the difficulties with which the teacher has to contend. The greatest are the irregular attendance of the scholars and want of books and other school apparatus.

8. *St. Malachie.*—I have to report, and with much pleasure, of the very satisfactory state of the schools of this municipality. In my visits I was accompanied by one or more of the school commissioners, and in not a few schools some parents attended.

The commissioners are generally very attentive to their duties. They have a very efficient Secretary-Treasurer. Books well kept.

9. *St. Jean Chrysostôme, No. 1.*—Visited together two schools in this division, and found them pretty well conducted. The teachers of both are diligent, and not unsuccessful in advancing the children. The journals of the schools showed some increase of pupils.

The dissentient school of this part of the parish was not open at the time.

The school affairs of this division of the parish are at present in a much better condition than formerly, and the murmuring objections to the school law and property assessment are no more heard of.

Last year their finances were in rather a confused and unsatisfactory state. The difficulties then existing are now nearly got over. It is unfortunate that they are still in arrears with their teachers.

10. *St. Jean Chrysostôme, No. 2.*—I visited the mixed schools in this division of the parish, in company with Mr. Inspector Groudin. There are No. 8 and 14, both of which

are in a favorable state of improvement. Schools Nos. 1, 11 and 13 are Protestant, and were visited by myself only. They are in a very satisfactory state, Nos. 1 and 11 especially.

11. *Hemmingford*.—In some municipalities education advances far less than in others; the same is the case in different districts. This applies to Hemmingford. Compared with some other municipalities, it lags behind; comparing some of its own districts with others, there is a marked difference.

12. *La Chute*.—At present all the schools in operation are in a satisfactory state. The quality of the instruction given is now much better.

The present Board of Commissioners, also, pay considerable attention to their duties. For their assiduity and zeal they deserve praise.

The college is, likewise, in a favorable condition, and is well worthy of public support; nor are its directors unmindful of their duties.

13. *Gore and Wentworth*.—I have repeatedly directed attention to the poverty of the Gore and Wentworth, and therefore the difficulty of keeping schools regularly in operation. The education which the children of these municipalities are receiving is, in consequence, meagre and imperfect. In not one of their schools, with the exception of No. 1, do I find the children advancing to my satisfaction.

I anticipate not a little help to raise the character of their schools, and keep them more regularly in operation, from the present chairman of the Board, the Rev. Mr. Griffin.

14. *Chatham, No. 1*.—This is another municipality favored with earnest, zealous, and watchful commissioners, who spend not a little of their time in attending to their school affairs. In engaging teachers they are frequently disappointed, depending more on diplomas for professional skill and scholarship than on that true test of qualification—previous success in conducting schools. This year their teachers, with one or two exceptions, are persons of fair qualifications, and in teaching pretty successful. They all complain of that general hindrance to successful results in teaching, viz: irregular and unpunctual attendance.

15. *Chatham, No. 2*.—It is of great advantage to schools when school commissioners and inspectors work together, and the suggestions and recommendations of the latter are followed up. I single out this municipality as one such. It has been but a short time a distinct municipality for school purposes, yet they have built two new school-houses, one of which is the best in the township of Chatham; and their schools are in as good a condition as I could expect. Their Secretary-Treasurer is also very efficient, and otherwise of value to the Board.

16. *St. Andrews*.—All the schools in this municipality have been kept regularly in operation during last year, except those of Nos. 11, 12 and 14. The academy is in its usual state of efficiency. The English academy is kept very regularly in operation and deserves public support.

Both the commissioners and their Secretary-Treasurer discharge their respective duties very satisfactorily. The trustees of the dissentient schools and their Secretary-Treasurer show considerable skill in attending to their duties.

17. *Grenville and Harrington*.—The people in this section of my field of inspection, who object to come under the school act, are still triumphant.

CITY OF MONTREAL.

The schools under my supervision in the City of Montreal, are in their usual very satisfactory state, and the number of children attending is steadily increasing. The greatest increase is in Mr. Arnold's model school. This school continues to be conducted in a very efficient manner; the most remarkable skill and success appear in his method of teaching arithmetic.

EXTRACT FROM THE REPORT OF MR. INSPECTOR VALADE.

COUNTIES OF JACQUES CARTIER, HOHELEGA, VAUDREUIL AND SOULANGES, AND THE CATHOLIC POPULATION OF THE CITY OF MONTREAL.

As I have always done, I consider it to be my duty, instead of suggesting new theories, to watch and see that your recommendations are put into execution, and I have endeavored by every means in my power to place the schools in a position to meet the requirements of society, to the honor and profit of which they are destined to redound. I have also applied myself to the careful examination of the accounts of each Secretary, the liabilities, and the collection of the rates, and I have taken measures to assure myself of the regular payment of the teachers. I must here remark that I have to congratulate myself on the ability exhibited by a great number of the Secretary-Treasurers in the performance of their duty, a condition which all acknowledge to be the mainspring of the school system.

So great is the interest which the parents take in the success of the schools, that when they are informed of the day and hour of my visits, they take real pleasure in being present at the examinations.

I have always received a cordial welcome from the clergy. Our venerable Curés take the more interest in the schools in consequence of the instruction there imparted being based upon religious principles.

As to the teacher, that privileged individual, that lay apostle, I have generally found him at his post, full of devotion to the cause which ensures him the esteem, respect and confidence of the parents of his pupils.

I must not neglect to make honorable mention of some teachers in my district who have been educated at the Normal Schools; they are distinguished for their abilities and good morals. Sobriety, vigilance and love of study characterise most of them.

I have nothing but praise to bestow upon our religious educational institutions, in which order and perfect discipline are maintained.

If I have alluded to the acknowledged merit of the male teachers, I must certainly not forget the eminent services rendered by teachers of the opposite sex in their respective sections.

In most of the schools I was particularly struck by the progress which had been made in two branches of instruction: writing from dictation and mental arithmetic; nor are the epistolary art, composition and declamation neglected.

I subjoin a review of each school under my superintendence.

COUNTY OF HOHELAGA.

1. *Hochelaga*.—The Catholic school of this municipality is now kept by two Ladies of the Order of the Holy Names of Jesus and Mary, who impart an excellent education to upwards of 65 pupils. Both languages are taught with equal success. Decency, order, and perfect discipline characterize this establishment. The Sisters are liberally and regularly remunerated, and the accounts are in order. I distributed seven prizes.

The Protestant dissentients have the advantage of possessing a school which is remarkable for the various branches taught, and the regular progress of the 43 pupils who attend it. The teacher, Mr. Webbs, is a young man worthy of the confidence which he enjoys. The examination was a brilliant one, and I thought it my duty to distribute seven prizes. Accounts in order.

2. *Coteau St. Louis*.—The commissioners of this municipality have:—1st. An academy kept by two clerks of the Institute of St. Viateur. 2nd. An elementary boys' school, conducted by Mr. Nabasès. 3rd. Two girls' school, kept respectively by Miss Dugal and Miss Aycard. Upwards of 250 pupils attend these four institutions. It is to be hoped that the academy, inaugurated under such favorable auspices, will be maintained with the success which we have a right to expect from it. Mr. Nabasès, by his probity and aptitude, has obtained unlimited confidence. Of the two girls' schools, I regret to say that one is inferior and

the other retrogressive. The two female teachers gave up teaching a short time after my visit in April last. They were immediately replaced.

I visited a class of deaf and dumb pupils with great interest, as they always excite well-merited sympathy. The deaf and dumb creature, whom nature has isolated from the rest of the human family, is in this institution an active, intelligent, modest, and pious being. I distributed 19 prizes at the academy and in the class of deaf and dumb pupils (15 in number), and also at Mr. Nabasès' school. The accounts are in order, although there are arrears every year.

The dissentients have a good school, kept on a good footing by Mr. Lamb, who, in addition to the elementary branches, teaches mensuration, arithmetic in all its parts, the use of the globes, and composition; 43 pupils attend this excellent school. Praise is due to Mr. Lamb, whose talents are equal to his aptitude. 11 prizes distributed. Accounts in order.

3. *Côte de la Visitation*.—The Catholic school is now kept by Miss Lemire, who performs her duties in a satisfactory manner; 36 pupils attend this school, which is supported in part by the Seminary of Montreal. Three prizes distributed. Accounts well kept.

The Protestant municipality is inactive. There are no taxes and no schools. The parents send their children to the schools of the neighboring municipalities.

4. *Côte des Neiges*.—The commissioners have three schools under their control; one is a model school kept by Mr. Jardin, the other two are elementary, and are respectively kept by Mrs. Leduc and Mrs. Hubardeau; 138 pupils attend these schools. It is with pleasure that I bear testimony to the liberality of the ratepayers in this municipality, and their anxiety to maintain good schools in their midst. Their male and female teachers are also well paid, and the finances are in good condition.

The dissentient school now gives a satisfactory return for the sacrifices which the ratepayers have made. The teacher, Mr. Walker, discharges his duties with punctuality, and his pupils are remarkable for progress. 30 pupils; 4 prizes distributed; accounts in order.

We find on the hill two independent schools, one of which is specially supported by the Seminary and is attended by 50 pupils; the other has 20.

5. *Coteau St. Pierre* has three schools, all provided with good teachers:—Mrs. Lanctôt, Miss Burns and Miss Bell. The first two are well versed in the English and French languages, the latter in English only; her pupils are of English origin. These three schools are attended by 173 pupils. Prizes distributed, 18. Accounts in good order.

6. *Côte St. Paul*.—The dissentients have a school here, which would no doubt be a credit to them, were it not that the teachers, who are frequently inexperienced in teaching, are sometimes changed several times in the course of the year. This of course is quite incompatible with progress on the part of the pupils. 30 pupils. 1 prize. No accounts rendered.

7. *St. Henri des Tanneries* has a boys' school, kept by Mr. Héту, and a girls' school by Miss Lucie Bibaud, whose assiduity and excellent method of teaching are deserving of the most liberal encouragement on the part of the commissioners. 189 pupils attend these two schools. 15 prizes distributed. Accounts perfect.

I think it proper to state that I found about a dozen of pupils in Miss Bibaud's school, who answered a number of questions on the subject of the participles, and wrote them from dictation with admirable coolness and correctness.

The dissentients have a school kept by Mr. Burns, and attended by 40 pupils. Mr. Burns intends leaving this section, and the trustees will immediately engage another teacher. Accounts in order.

There is also an independent school here, attended by 25 pupils of English origin.

8. *Longue Pointe*.—There are in this municipality, 1st; an independent academy for girls, kept by the sisters of La Providence; 65 young girls here receive a careful and solid education. 2nd, a boy's school kept by Mrs. Passage. 3rd, a mixed school, kept by

Mrs. Falkner. 104 pupils attend the two last mentioned schools, and their examination was most satisfactory.

It is but an act of justice to make special and honorable mention of the president, Mr. Guy, who has contributed by his frequent visits, practical advice and pecuniary sacrifices, to the reputation now and for several years past enjoyed by the Côte St. Leonard school. 19 prizes distributed; accounts perfect.

The dissentients continue to keep a school at Elmwood, under the direction of Miss Burns; 25 pupils attend it. It seems to me less flourishing than formerly. 2 prizes.

9. *Pointe aux Trembles*.—This parish possesses two fine institutions; a girls' academy under the direction of the Sisters of the Congregation, and a boys' academy in charge of the Brothers of St. Joseph. The girls' classes are well kept.

The Brothers' academy would be more useful if the professors were less frequently changed. 140 pupils attend the two establishments. There is also a mixed school kept by Miss Allard, which is attended by 30 pupils; the examination was satisfactory. 11 prizes were distributed in this municipality. The school accounts are not in good order.

The dissentients have opened a school under the direction of a teacher who has no diploma. 18 pupils have been entered on the register. These dissentients have hitherto made great sacrifices in order to obtain for their children a suitable education. I sincerely wish them success in this new establishment. There are also two independent schools, one for boys, the other for girls, attended by about 60 pupils. The girls' school, which I visited, appeared to me to be conducted with ability, and to have made progress.

10. *Rivière des Praries*.—This parish shews great zeal in the cause of education. The model school, kept by Miss Lecuyer, is well conducted. Miss Demarbe's school is making progress. Miss Corbeil's school is retrogressive. 140 pupils attend these schools. 10 prizes were distributed in the first two schools. Accounts correct.

11. *Sault au Recollet*.—This parish comprises three municipalities; 1st, the village, which contains a model school, kept successfully and ably by Mr. Coutu, of the Jacques Cartier Normal School, and an elementary school, kept by Miss Duplessis; 2nd, the upper municipality school, kept by Miss Bayard; 3rd, the St. Michel school, kept by Miss Hughes. All these schools give entire satisfaction to the parents and ratepayers; they are attended by 235 pupils. 19 prizes distributed. Accounts in order. I think it due to the commissioners of these several municipalities to state that there appears to be a cordial understanding among them.

A few acres from the church is situated the establishment of the Ladies of the Sacred Heart; the instruction here imparted is a credit to the parish. Upwards of 100 young ladies receive a most careful education at this institution.

COUNTY OF JACQUES CARTIER.

12. *St. Laurent*.—This parish also deserves particular notice on account of the zeal displayed by the commissioners in the selection of competent teachers, and above all for the continual and generous efforts which are made by the Reverend Mr. St. Germain. There are no less than 7 schools in this parish, attended by 220 pupils; 2 academies which alone give instruction to upwards of 250 children. Rapid and very satisfactory progress. Accounts in order.

Dissentient school. I was very well-satisfied with the last examination of the pupils in this school, which is kept by Miss Carmichael, and is attended by 30 pupils. Accounts in order.

13. *Pointe Claire*.—This municipality has a model school, kept by Mr. Malbœuf, and four elementary schools, kept by Misses Mitchell, Perrier, Clément and Rabeau; besides a convent school under the direction of the Sisters of the Congregation. Several of these schools, particularly the Convent, are a credit to the parish. Mr. Brunet, the Secretary, performs his duties with remarkable energy. I regret to say that the school corporation has but one school-house, really a handsome building but going to ruin and in want of

immediate repair. 208 pupils attend the schools of Pointe Claire. 16 prizes distributed. Accounts in order: a large amount of arrears collected.

14. *Lachine*.—This municipality has a model school, directed by Mr. Tessier, of the Jacques Cartier Normal School, and 4 elementary schools kept by Mesdames Tessier and Paré, and Misses Dubois and Paré. Those kept by Mr. and Mrs. Tessier are worthy of the most liberal encouragement. With the exception of the Côte St. Paul school, all the others work well. 280 pupils. 23 prizes distributed. Accounts well kept.

Dissentient school. I repeat the remarks which I made in my last report, viz.: that the dissentient school of Lachine is one of the best in the district; the teacher, Mr. Allan, enjoys, as he really deserves in every respect, public esteem and confidence. Pupils, 66. 11 prizes. Accounts perfect.

15. *St. Anne*.—School No. 1, Miss Caron, teacher—60 pupils. Miss Caron is not deficient in ability; her regular conduct and the pains which she takes to ensure the success of her pupils render her generally esteemed.

School No. 2—teacher, Miss Charest, whose method of instruction is worthy of commendation.

School No. 3, kept by Miss Tassé, is retrogressive. This teacher is about to leave the locality. 120 pupils attend these three schools. Eight prizes distributed. Accounts each year loaded with arrears; thus the teachers' salaries are very irregularly paid.

St. Anne has also an independent school, in which both languages are taught, and which is attended by 15 pupils.

16. *St. Genevève* contains three municipalities, and has four elementary schools and a school directed by the Sisters of St. Anne. The classes of the convent are excellent. The teachers, Misses Melodie Nuckle and Gravelle, perform their duties faithfully and with success. 250 pupils attend these schools. 21 prizes distributed. Accounts in order. There is also an independent school attended by 15 pupils.

COUNTY OF VAUDREUIL.

17. *Isle Perrot* has two good schools, kept by Misses Ouellet and Pitre, and attended by 94 pupils. Among other branches, reading is well attended to; grammar and arithmetic are by no means neglected. On account of the sudden departure of the Secretary, Mr. Laberge, I could not conclude my examination of the accounts, which will, I have no doubt, with the assistance of the present Secretary, be well settled. Nine prizes.

18. *Vaudreuil*.—The Catholic municipality comprises the academy for boys, kept by Mr. Moffatt, one for girls, kept by the Sisters of St. Anne, and five elementary schools. These schools are conducted with talent and success; 360 pupils attend them. Prizes distributed, 33.

The dissentients have three schools: that at Pointe à Cavagnole is regularly kept and produces good results, that at Côte St. Charles is in operation only eight months in the year, and Mr. Blerard's school makes but little progress. These schools are attended by 95 pupils. Four prizes. Accounts in good order.

19. *Rigaud*.—This parish comprises two municipalities. The village municipality contains two fine institutions—the Rigaud college and the Convent school, under the direction of the Sisters of St. Anne. The parish municipality contains seven schools. 100 pupils attend the college, 100 the convent, and 234 the schools of the parish. 30 prizes were distributed in the two municipalities. Accounts in good order.

Dissentients. The dissentient municipality at Point Fortune has a school attended by 30 pupils. It is better conducted and attended than formerly. I have also reason to believe that the Secretary now in charge will give me a more satisfactory statement of accounts than those which I have received in previous years.

20. *St. Marthe*.—This parish contains a model school, now kept by Mr. Tanguay, who understands both languages equally well, and six elementary schools. All these are deserving of encouragement. I observe great zeal on the part of the ratepayers. Accounts in good order.

The dissentients make great sacrifices to keep up their school. It is well attended, although there are but few Protestant families in the locality; Mr. Robinson is the teacher; 40 pupils; 6 prizes; accounts perfect.

21. *Newton*.—This township contains three schools. The male and female teachers discharge their duties well; 92 pupils attend these schools. 15 prizes distributed. Accounts satisfactory.

COUNTY OF SOULANGES.

22. *St. Clot*.—In this parish there are 4 schools, attended by 197 pupils. I had reason to congratulate the commissioners upon their judicious choice of male and female teachers. As a general rule, the pupils are remarkable for their ready and accurate replies. The accounts are well kept without arrears, and are creditable to the management of the Secretary-Treasurer. 19 prizes distributed.

23. *St. Polycarpe* (New Longueuil) has 10 schools. 470 pupils attend these schools, in which I distributed 25 prizes. Some of these schools are conducted with marked ability; others, though but few in number, shew very little progress. On the whole, it can be said that *St. Polycarpe* is well provided with schools. The commissioners are very zealous and full of good will.

The dissentient school is good. The pupils, 60 in number, shew great progress in grammar, mental and practical arithmetic, reading and geography. 10 prizes. Accounts well kept.

24. *St. Zotique* has 5 schools, attended by 254 pupils. This is one of the parishes which, in proportion to its population, gives instruction to the largest number of children. The male and female teachers possess the qualities required for teaching with success. I am happy to say that the Curé, the Reverend Mr. Lasnier, accompanies me to each school in his parish. His enlightened zeal contributes much to the prosperity of the schools. 20 prizes distributed. Accounts in good order.

25. *Coteau Landing*.—The dissentient school is now kept by Miss Jane Perry, who is perfectly competent. She receives liberal encouragement from the ratepayers. 40 pupils. 8 prizes. The school accounts are better kept by the present Secretary than by his predecessor.

26. *St. Ignace*.—The model school, kept by Mr. Cardinal, is flourishing; the progress is most satisfactory. Reading, writing, the rules of grammar and arithmetic are taught with system and success. I cannot give as favorable a report of the schools kept by Messrs. Hotte, Gareau, Lacroix and Miss Lefebvre. 243 pupils attend these schools. 8 prizes distributed. School accounts in arrears but more satisfactory than formerly.

27. *Soulange* (Cedars). There are five schools in operation here including the convent school. The classes of the convent, under the able direction of the Sisters of the Congregation, leave nothing to be desired. The *St. Féréol* school would be in a more flourishing condition, if it were not for the incompetency of the assistant teacher. The village school does not now shew the emulation which once made it one of the best schools in the county. The school at the Cascades, as now kept, is a nuisance. I was sorry to find that the commissioners had, on an inadmissible pretext, re-engaged the master. The school kept by Mr. Lanthier is flourishing and progressive. I distributed 8 prizes in this school as well as in the convent classes. The school administration is worthy of all praise on account of its exactitude in compelling the regular payment of taxes, and the absence of arrears. 260 pupils. Accounts perfect.

City of Montreal.—The city of Montreal, which enjoys a well-deserved reputation for its charitable and benevolent societies, also attracts the attention of strangers by the zeal and devotion of its inhabitants to the cause of good solid education. I shall not here speak of the establishments of *St. Sulpice*, the Jesuits, the Normal School, and the academies; I shall merely present a succinct recapitulation of the schools and academies under the control of the commissioners.

1. The day school of the Ladies of the Congregation of Notre Dame.—The education here given is perfect.

2. The orphan's school of La Providence receives nearly 80 pupils. It is impossible, without emotion, to view this large family of unfortunate children who, but for this Asylum, would be exposed to become the victims of misery and crime. There is also the deaf and dumb school conducted with ability by the Sisters of La Providence, and attended by 40 pupils.

3. The Commercial School, kept by Mr. Archambault, whose ability and application are unlimited. Messrs. Desplaines and Garnot, his assistants, are good teachers. 200 children attend this school, at which English and French are equally well taught. A priest of St. Sulpice has charge of the religious department.

4. Six elementary schools, conducted by Messrs. McQuillan and Matthews, Mrs. Burns, Mrs. O'Keefe, Mrs. Sanguinet, and Miss Résine Poitras. These schools have each their peculiar merit, but I cannot say too much in favor of that taught by Miss Poitras.

All the teachers, both male and female, hold diplomas. Everything that constitutes a good elementary school,—reading, writing, mental and practical arithmetic, geography, and history,—are taught with ability.

I am happy to be able to say, that upwards of 740 pupils this year attend the schools which are under the direction of the commissioners, and with a recapitulation I shall close my present report. The Municipalities are judicious and enlightened, the schools are well disciplined and are conducted with success. The male and female teachers are attentive and are provided with certificates of competency. The Secretary-Treasurers are active, intelligent and honest.

EXTRACT FROM THE REPORT OF MR. INSPECTOR DORVAL.

COUNTIES OF BERTHIER, JOLIETTE, MONTCALM, AND L'ASSOMPTION.

I have the honor to transmit my sixth annual report on the state of the common schools and education generally, in my inspection district. The figures which represent the number of pupils in the primary elementary schools have not this year been subjected to any notable change, as we find a surplus of only 107 over those of the same class last year. Although I have an addition of one model school this year, I have ten pupils, or one-twentieth, less. This deficit is still greater in the colleges and convent schools. Their total numbers united, compared with last year, shew a diminution of 112, or one-eighth of the whole. This diminution in the number of pupils attending the higher class of educational establishments may be attributed, I think, in a great measure to the failure of the last crop. The explanation is less easy in the case of the primary schools, as the same cause produces no effect; or in other words, whether the crop be good or bad, elementary education costs the same price.

If I have no reason to be satisfied with the increase in the number of pupils attending elementary schools this year, I may still be pleased with their general progress. If we institute a comparison between the statistics of 1861 and the number of the population of the four counties which are comprised within my inspection district (72,885 souls according to the census of 1861), we shall find, in round numbers, that one-seventh of the population attend school, 1 in 12 can read, 1 in 17 can write, 1 in 19 learns arithmetic, 1 in 12 learns orthography, and 1 in 40 learns geography.

"Children of 6 years of age and under 15 form the sixth part of a population, and should attend school."—(*Ducpétiaux on primary instruction in Belgium*, 1838.) We have not therefore accomplished in this respect all that can be done in this district. Nevertheless, when I consider what we were before 1846, and that after 14 years of public schools, we are, as regards the number of children attending those schools, further advanced to-day than Scotland and the 8 cantons of Switzerland were in 1834, or Holland and Pennsylvania in 1835, I really think that without exaggeration the results are very encouraging. Unfortunately with us, this seventh part of the population who attend school do not do so with sufficient regularity, or do not attend school for a sufficient length of time. The consequence is that even in the best schools the pupils only acquire incom

plete notions, which they are likely to forget when they leave school altogether. The misfortune, next to incompetent teachers at £15 per annum, is certainly the want of assiduity in our schools; which I regard as the only insurmountable obstacle in the way of their utility. I have read therefore with much interest, but with more curiosity than faith in its success,* "a plan proposed in England by which it is attempted to compel negligent parents to send their children to school, and that this plan had been the subject of a great conference in England." This would certainly be a great discovery for us, because, as long as we have only the system of monthly payments to compel the ratepayers to send their children to school with regularity, we cannot expect any great change.

All the teachers of my district, both male and female, hold diplomas, with the exception of the female teacher of the St. Gabriel dissentient school.

I must now allude to a practice which has been introduced among teachers and which is very injurious to them. It frequently happens that the commissioners, who are displeased with one of their teachers, three months before the expiration of the school year, notify all the teachers in the school municipality, regardless of the estimation in which they may be held, that their engagement will then close.

The commissioners act in this manner, as they say, in order to avoid jealousy among the teachers, but in reality it is pusillanimity on their part which prevents them from taking upon themselves, summarily and openly, the responsibility of acting rigorously, when it is necessary to do so. In all cases this proceeding interferes materially with the peace of mind of the teacher who has performed his duty, and it creates uncertainty and anxiety, while he should be relieved of every such feeling, to enable him to discharge his duty as he should.

The salaries of teachers have this year been subjected to a considerable reduction. I had really hoped that an increase of salary would have been granted, so as to enable me to obtain some pupils from the Normal School. I can only report the employment of two, viz: one at the academy of Berthier, Mr. A. Demers, who holds an academy diploma from the Laval Normal School, and Mr. Paquin, at St. Barthélemi, who holds a model school diploma from the Jacques Cartier Normal School. Generally speaking, the commissioners do not visit the schools often enough.

There are in my district, 5 model schools, 2 colleges, 2 academies for boys, and 13 academies or superior schools for girls. The amount furnished this year by the ratepayers appears to indicate well-sustained zeal on the part of the municipalities. It is true that it only exceeds that of last year by \$809 70, but there was extra taxation for building in three municipalities only, viz: Rawdon, Lavaltrie, and St. Barthélemi; while last year no less than fourteen municipalities had to resort to that course. The amount furnished by the ratepayers exceeds the legislative grant by 250 per cent.

NOTES respecting each of the school municipalities of the counties of Berthier, Joliette, Montcalm and L'Assomption, 1860 and 1861.

1. *Rawdon*.—At the time of my last visit all the schools, with the exception of one, were in operation. I was compelled to communicate to the commissioners the complaints which had been made to me against the teacher of the school in question, as well as against the teacher of school section No. 8. The other schools of Rawdon shewed satisfactory progress, if their circumstances are taken into consideration. The model school is conducted this year by Mr. Ed. McManus, who holds a model school diploma. 25 Catholic heads of families, principally from section No. 1, filed an act of dissent with the commissioners, on the 16th day of last November. I visited their school, which is conducted by Mr. Fitzgerald, who has an academy diploma, and whose well known ability will no doubt draw pupils to this new institution.

2. *St. Charles Borromée*.—Two of the school-houses here are rented. The other two were built last year and belong to the commissioners. The emoluments of the four female

teachers are as follows:—£27, £22, £18 and £13 10s; this is too small a sum, and the schools are consequently inferior.

3. *Industry*.—The different institutions in this municipality are well kept as usual, and if the progress of the pupils is not as great as we have a right to expect from boys' and girls' primary schools (so far as the ability of their teachers is concerned), it results from want of assiduity on the part of the pupils.

The Industrial College of Joliette, and the academy for girls, conducted by the Sisters of La Providence, justly enjoy a reputation for practical utility. In addition to the branches usually taught in classical colleges, at Joliette 10 pupils receive instruction in landscape drawing, 15 learn architecture, 14 botany, and 15 are following a commercial course—finally, 15 pupils follow a course of chemistry and agriculture. The business of the commissioners has been well conducted, but in August last there was a large amount of arrears to be collected.

4. *St. Félix de Valois*.—This municipality has four schools in operation, exclusive of the dissentients. The girls' school, which was set apart from the boys' school last year, has been joined to it again this year. I observed a great deal of zeal for the cause of education in the different sections of St. Félix. The examinations were tolerably satisfactory. The number of dissentient pupils attending the school seldom exceeds 12; I warned the trustees of this. Their teacher is badly paid. The business of the commissioners is well conducted; but there was, in July last, an amount of \$350 of arrears.

5. *St. Gabriel de Brandon*.—The commissioners have closed the school at Lake Corbeau and have established one on the Government road. I was unable to visit it; 50 pupils attend it. The building in section No. 4 is a credit to the commissioners. Miss Etu conducts her school there with success, and I may say the same of that kept by Miss Paré in No. 1. The other schools are not very good. The area of this municipality is immense, and as the population, which is scattered over it, is composed of new settlers the children cannot be spared to profit by the educational advantages at their disposal. I had to warn the commissioners to collect their arrears which are considerable. I was also compelled to warn the trustees that it would be necessary to follow the letter of the law more strictly under penalty of losing their share of the grant.

6. *St. Jean de Matha*.—This municipality is new and poor; there is not much assiduity on the part of the pupils; however, great sacrifices are made, and there was but a small amount of arrears due last July. The teachers are able enough, and appeared to me to be attentive. Writing is neglected in No. 2. School No. 1 is tolerably good.

7. *St. Lin*.—The dissentient school (St. Ambrose Hill) has been closed since last May for want of means; there are only six dissentient families remaining. Generally speaking, the examination which I made in St. Lin, at the different schools, only half satisfied me. There are still some arrears due; promises were made to me that they should be collected. The commissioners have changed their Secretary-Treasurer.

8. *St. Esprit*.—I regret that the Executive did not immediately take notice of a complaint lodged against one of the commissioners for peculation. An example would have produced a salutary effect in this municipality where this has already occurred, and in the neighbouring municipalities where the fact is well known. Impunity may become a bad counsellor. The schools of St. Esprit have nothing to distinguish them. There appears to be no zeal on the part of the parents, and no diligence on the part of the trustees. There is no apparent progress.

9. *St. Julienne*.—School No. 3 has been in operation this year. As this section is small and poor, and as the population is composed of different nationalities, it is difficult, on account of the small salary which can be paid, to procure teachers who understand English and French. I was a little better satisfied than usual with the progress of section No. 1. I did not visit school No. 2, as the small-pox was raging there at the time. There is no longer any dissentient school here; the trustees intend coming to an arrangement with the commissioners of Rawdon, by which they will be permitted to send their children to school there.

10. *L'Epiphanie*.—It is to be regretted, that owing to a misunderstanding between

the commissioners of Mascouche and L'Epiphanie, a section in the latter, too small in number, will be prevented from sending the children to school. Of the five schools in L'Epiphanie, one is well conducted by Miss Mercure, and has made great progress.—School No. 1 is also well conducted, but the rooms are too small. The other schools are middling.

11. *St. Roch*.—The schools of St. Roch are well kept with one exception. The section of Ruisseau des Anges unfortunately lost its school-house by fire in January last. The section of Côte St. Louis now belongs to the municipality of St. Esprit. The schools conducted by the convent, and by the Brothers of St. Viateur, for the Commissioners, are well managed.

12. *St. Jacques*.—This municipality, one of the largest in my inspection district, contains 10 sections and one academy for girls. These several schools give instruction to 632 children. It is impossible to find out the reason why the commissioners do not establish a model school, as the Curé, the Reverend Mr. Paré, has presented a lot of land to them for that purpose.

The result of my visits to these last mentioned schools, with the exception of the girls' academy, which I have never visited, but of which I hear much good, is as follows :—

There are three schools which have not made any progress; the others have nearly all been well kept, and have produced satisfactory results.

13. *St. Alexis*.—Of the four schools in this municipality, two only have made satisfactory progress. The houses are good, and are well provided with furniture and other necessary articles.

14. *Mascouche*.—This municipality contains seven sections, one academy for girls, and one dissentient school. The boys' school, which is kept by Mr. Galipeau, who holds a model school diploma, has the title of an elementary school only. Judging by the list of branches taught with the greatest zeal and success, it may really be considered a model school. The other schools are tolerably prosperous. The teachers as a general rule are very competent. The commissioners are on the point of calling in the arrears, which amount to a large sum. The teachers are badly paid.

15. *L'Assomption (Village)*.—The model and elementary schools here have nothing particular to offer. The girls' academy, conducted by the Sisters of the Congregation, is adding success to success. The college is prosperous; a purchase of scientific instruments has been made this year which amounts to the sum of \$500. The independent school is set apart for the younger children of the municipality.

16. *L'Assomption (Parish)*.—The result of my visits to the six schools of this municipality has been very satisfactory. The only exceptions are the school at l'Achigan, where the children are not assiduous, and that at Point du Jour, which is badly conducted.

17. *Lavaltrie*.—The commissioners have constructed a handsome school-house at the Little River. The schools are in a languishing condition, particularly that at Point du Jour.

18. *St. Paul*.—With the exception of the academy for girls, conducted by the Sisters of La Providence and at which my examinations were very satisfactory, my visits to the schools of this municipality shewed me but little and sometimes no progress. Sufficient care is not taken in the selection of the teachers.

19. *St. Thomas*.—My last visit to this municipality was on the 11th October, 1860. I could not visit it this year; when I passed through that part of the country the small-pox was raging. My statistics, therefore, with regard to this municipality, are a repetition of those of last year.

20. *St. Liguori*.—Difficulties exist in this parish which are continually reviving, and they materially injure the cause of education. The schools, therefore, are generally inferior.

21. *St. Ambrose*.—Of the eight schools under the control of the commissioners and trustees three have shewn satisfactory results; these are the girls' school kept for the com-

missioners by the Sisters of St. Anne, the school in section No. 4, and lastly the dissentient school; the others are inferior. The commissioners seldom visit the schools.

22. *Berthier* (Parish).—The schools of *Berthier* are ably managed, and, with one exception, are making progress.

23. *Berthier* (Village).—This municipality contains:—

1st. An academy for boys, with 52 pupils.

2nd. An academy for girls, with 132 pupils, under the management of the Ladies of the Congregation.

3rd. An independent school for girls, kept by Madame Ameron.

4th. Two elementary schools under the control of the commissioners.

5th. A dissentient school with 32 pupils.

6th. An institute which has 32 active members, 4000 volumes and 32 journals.

The result of my last visit to these several institutions was very satisfactory. The zeal of most of the persons who preside over them is not, however, with a few exceptions, so great as it ought to be. The diligence of the professors and teachers is worthy of commendation.

24. *St. Cuthbert*.—The commissioners have re-opened the school at *St. Thérèse* which they closed last year; it is doing tolerably well. The *York* school has been flagging in consequence of difficulties which have arisen between the mistress and the ratepayers. Those at *St. Jean* and *La Fourche* exhibit satisfactory results.

The same has been the case in the village school. The *St. Catherine* school is very inferior; the commissioners should engage another teacher.

25. *St. Barthélemi*.—With the exception of that of *Côte du Nord*, where all progress has been destroyed by want of assiduity, the schools of *St. Barthélemi* are well kept and are making considerable progress.

The improvement in *Mr. and Mrs. Pinard's* school and in that kept by *Mr. and Mrs. Filteau*, is deserving of special mention. I am informed that a new school has been established in *York* this autumn; the teacher, *Mr. Leopold Paquin*, holds a diploma from the *Jacques Cartier Normal School*, and instructs 40 pupils. The house cost \$400.

26. *St. Norbert*.—Of the three schools in this municipality one only has made progress, and even this one only in comparison to its former condition; I allude to the lake road school. The other two, carelessly managed, remain stationary. The parish is very poor, but it appears to me very apathetic also.

27. *St. Mélanie d'Aillebout*.—This municipality this year contains a new section, formed by a mission in the mountains (*St. Beatrice*); I have not yet been able to visit it. *Mr. Jerome Robillard*, who holds a model school diploma, conducts his school, which is attended by 101 pupils and which might justly be classed as a model school, with zeal and ability. Besides the ordinary branches taught at elementary schools, he instructs his pupils in geometry, the use of the globes, linear drawing, and logical analysis. Unfortunately, I can by no means say as much of the other schools in the municipality; most of them are wretched elementary schools unprovided with everything. In the mountains, where three of these schools are situated, the parents are poor and do not send their children to them.

28. *St. Elizabeth*.—The *Côte St. Rose* school is very inferior. That at *Côte St. Emilie* shews pretty good results, although the children are far from diligent and very young; of 53 children who were present at my examination the eldest was only 12 years of age, this will shew how long the children are allowed to attend school. The girls' academy and boys' school, under the management of the Ladies of *La Providence*, generally speaking are making progress. The *Côte St. Martin* school does pretty well considering the youth of the children. Except in writing, no ostensible progress has been made at the *St. Pierre* school.

29. *Lachenaie*.—I was pretty well satisfied with the progress made in reading at *School No. 3*. In consequence of difficulties which have arisen between the teacher of *No. 1* and the ratepayers,—the origin of which I warned the commissioners to enquire into in order that they might be obviated,—I found at the school only 20 pupils out of 68 who

are entered on the books. The examination of those who were present was tolerably satisfactory.

30. *St. Paul l'Ermite*.—The three schools are well conducted, and the examinations were generally satisfactory. The diligence of the teachers of schools Nos. 1 and 2 is deserving of special mention.

31. *St. Sulpice*.—In section No. 1 the children attend school in a most irregular manner. Although 62 are entered on the books the average attendance rarely exceeds 25. The master is competent. Section No. 2 does well; the teacher is energetic and zealous. I regret that there is no school under control in the *Isles Bouchard*, as a considerable number of children are thereby deprived of instruction. There is, I am told, however, an independent school there, maintained by a farmer.

32. *Lanoraie*.—The commissioners have erected a new section, in which a school has just been opened. There has been no material progress in No. 4; children who have attended the school for five or six years hardly know how to read tolerably. They are not diligent. No greater progress has been made at the girls' school. The examination at the boys' school (No. 1), was satisfactory. The lower Grande Côte school is passable, as is also that in the Bois-d'Autray range.

33. *Isle St. Ignace*.—Mlle. Carrier keeps the only school in this little municipality, and is successful. As I did not succeed in seeing the Secretary at my late visits, the table of amounts levied in this municipality is necessarily a repetition of that of last year.

34. *Isle du Pads*.—I was tolerably well satisfied with the progress made by the children and their assiduity at school. As in the case of *Isle St. Ignace* and for the same reasons, the table of amounts paid by the ratepayers is taken from the statistics of last year.

35. *Chertsey*.—The teachers, especially of No. 1, are very competent; both appear to be diligent and to have obtained the esteem of the ratepayers; in this their predecessors signally failed. I have nothing further to add to what I have already stated respecting this municipality. Apparently every thing possible is done.

EXTRACT FROM THE REPORT OF MR. INSPECTOR C. GERMAIN.

COUNTIES OF LAVAL, TERREBONNE, TWO MOUNTAINS, AND PART OF ARGENTEUIL.

I have the satisfaction to report to you a continuation of progress during the past year; the number of municipalities has increased, together with the number of schools and of children attending them.

I am happy to be able to state that all the difficulties which have arisen in the management and administration of the schools in my district have been arranged so as to satisfy all parties; this has cost me, indeed, many a step, but the result makes up for all.

As in preceding years, I have had to arrange financial affairs; the accounts are often kept without any rule or system; the discharge of this part of my duty always entails much care and labor, and the examination of the accounts has again this year led to considerable reimbursements.

In several of the municipalities the school commissioners have availed themselves of the liberty allowed them by law, of doubling the assessments in order to meet their engagements with the view of diminishing the monthly contributions; this arrangement has met the approbation of the majority.

Should a special grant for the building and repair of school-houses not be made, the municipalities will, before many years, be placed in a truly embarrassing position; for evidently an increase of expense will entail greater difficulty, and at the same time greater indifference.

In some municipalities the best pupils of each school are brought together to compete for the prizes given at the public examinations, with the view of increasing the zeal of the

teachers, and of stimulating the pupils to exert themselves. Although some inconvenience may occasionally arise from this system, I have every reason to think that good results from it. As the inspector is bound to neglect nothing that may tend to the improvement of the schools, I thought fit to assign to each pupil the various subjects upon which he should be examined at a future visit. By adhering to this system, instruction is more methodical, and supervision is more complete. I insist the more on this point from having already seen the advantages which result from it.

The number of municipalities in 1861 was 45, an increase of 1 over the two preceding years. The number of sections was 115; an increase of 6 over 1859, and of 1 over 1860. School-houses, 102; increase, 9 over 1859, and 7 over last year. Schools under control, 123; increase, 8 over 1859 and 3 over 1860. Elementary schools, 109; increase, 7 over 1859, and 4 over 1860. The number of pupils attending the various colleges has also increased 71 over 1859, and 8 over 1860. The total number of all pupils attending the various educational institutions is 7,241, shewing an increase of 483 over 1859, and of 95 over last year. Pupils reading fluently, 2,482; increase over 1859, 90; over 1860, 32. Pupils reading well, 3,035; increase, 525 over 1859 and 292 over last year. Pupils learning the compound rules, 1,759; increase, 167 over 1859, and 47 over 1860. Book-keeping, 263; increase, 99 over 1859, and 78 over last year. Geography, 1,393; an increase of 15 over 1859, and of 49 over 1860.

I again submit to your consideration a list of the teachers who hold model and elementary school diplomas (exclusive of teachers in religious orders, and professors in colleges) together with an average of their ages and salaries. In my inspection district there are 26 men, 9 women, and 84 girls (total 119) engaged in teaching. Nine men hold model school diplomas; 12 men, 8 women, and 81 girls hold diplomas entitling them to teach elementary schools; 10 other male and female teachers, three of whom are attached to dissentient schools are about to obtain certificates of competency. 1 male and 50 female teachers are between 18 and 20 years of age; 5 male and 33 female teachers between 20 and 25; 3 male and 7 female between 25 and 30; 8 male and 5 female between 30 and 40; 4 male and 1 female between 40 and 50, and two female teachers between 50 and 60 years of age. In the parish of St. Vincent de Paul the highest salary paid to male teachers is \$300, and the lowest \$200; to female teachers the highest is \$142, and the lowest \$110. In the parish of St. Martin the highest salary to female teachers is \$172, and the lowest \$96. In the parish of St. Rose the highest salary paid to male teachers is \$400, and the lowest \$156; to female teachers, highest salary, \$160, lowest \$100. In the parish of St. Francois de Sales, the highest salary to male teachers is \$168, to female teachers \$120, lowest \$56. In the parish of Terrebonne, to female teachers, highest salary \$120, lowest \$104. In the parish of St. Anne, male teachers, salary \$208; female teachers, highest \$120, lowest \$48. In the municipality of New Glasgow, male teachers, highest salary \$200, lowest \$120; female teachers, highest \$120, lowest \$80. In St. Therese, male teachers, salary \$184; highest salary to female teachers \$120, lowest \$104. In St. Janvier, male teacher \$200; female teachers \$84 to \$64. In St. Jerome, male teachers \$500 to \$100; female teachers \$120 to \$100. In St. Adele, male teacher \$200. In St. Sauveur, male teacher \$180. In Abercrombie, male teacher \$140. In St. Raphael, female teachers \$160 to \$120. In St. Eustache, female teachers \$160 to \$72. In St. Joseph, female teachers \$160 to \$140. In St. Benoit, male teacher \$200, and female teachers \$120 to \$100. In St. Placide, male teachers \$280, and female teachers \$96 to \$92. In St. Hermas, male teacher \$320, female teacher \$108. In St. Scholastique, male teachers \$380 to \$200, and female teachers \$114 to \$96. In St. Augustin, female teachers \$140 to \$80. In St. Columban, male teachers \$180 to \$160. In St. Canut, male teacher \$180, and female teachers \$120 to \$72. In St. Angelique, a female teacher \$120.

I shall now proceed to make some observations on the various educational institutions which are situated in my inspection district, and also some special remarks respecting the schools.

The parishes in my district though but thinly peopled, contain the largest number of colleges and superior educational establishments. All are prosperous and making progress.

That at Ste. Thérèse de Blainville, the reputation of which is above praise, is one of the best classical institutions of the first class; in the course of the year it was attended by 185 pupils.

That at Terrebonne is acquiring importance daily; it has 272 pupils, including the preparatory class. The course followed is now the same as that of large classical colleges.

The ladies at the head of the convent schools are excellent teachers.

The model schools are generally very well kept, and in the highest state of efficiency. Among the teachers who conduct them there are some of extraordinary merit, who, by their ability and knowledge, have gained the esteem and good-will of all well-disposed persons.

The progress of the elementary schools, although less apparent in consequence of the greater difficulties to be surmounted, has also been satisfactory; several places are making great efforts to build new school-houses, among which may be mentioned the parish of St. Anne, which has built three in the course of the year.

At my instance, six female teachers were dismissed for incompetency, and two more for other causes.

The schools in the parishes of St. Vincent de Paul, St. François-de-Sales, St. Joseph, St. Augustin, St. Jerome, Abercrombie, St. Scholastique, St. Anne, St. Raphaël, and St. Hermas are, in general, making progress.

The parish of St. Martin is divided into as many municipalities as sections; the schools would be better off under one and the same administration.

The schools in the village of St. Rose are very well kept, but those in the concessions are of secondary merit.

The zeal of the inhabitants of the concessions of the parish of Terrebonne for the education of their children has compelled the commissioners to open another school. I have every reason to believe that it will be attended with good results.

The changes which have been made among the teachers of the schools in the parishes of Ste. Thérèse, New Glasgow, St. Benoit, St. Placide, St. Colomban, St. Canut, and St. Angelique, have had the effect of impeding the year's progress and diminishing the zeal of the children.

So long as greater efforts are not made in the parish of St. Janvier to offer better salaries to its teachers it is useless to look for much improvement in the management of its schools. I may say, however, that the village school is worthy of commendation, and entirely suffices for the requirements of the locality.

EXTRACT FROM THE REPORT OF MR. INSPECTOR ROULEAU.

CATHOLIC POPULATION OF THE COUNTIES OF OTTAWA AND PONTIAC.

In spite of innumerable difficulties I was enabled to visit all the schools in my district with the exception of a few which were closed when I passed through, and some others which were inaccessible on account of the bad state of the roads.

There are in this inspection district, 17 municipalities, 57 sections, 47 school-houses, and 37 schools in operation under the control of the commissioners. There are two academies, three model schools, and 35 elementary schools. All these educational institutions are attended by 2,056 pupils.

There were 33 male and female teachers provided with diplomas and 6 without them; but some of the latter have passed their examination since that time and have obtained them. The salaries of male teachers average \$216, and those of female teachers \$100, including board.

If we take into consideration the large Catholic population of this district, it will easily be perceived that the schools are not yet what they ought to be, but this can be explained in the following manner:—1st. One-eighth of the population of these two counties is migratory. 2nd. The greater number of settlements are still new, and their poverty prevents them from supporting a sufficient number of schools.

3rd. The scarcity of teachers competent to teach English and French is so great that

in some townships, where the population is a mixture of Canadians and Irish, they prefer having no schools rather than have their children educated in one language only.

I exerted myself to settle the difficulties which existed between the commissioners and the ratepayers, and, to a certain extent, succeeded. I also advised all the commissioners in my district to apply to the Normal Schools for teachers; I believe that some have already followed my advice.

The commissioners generally make great exertions to encourage education in the schools under their control; but it would be desirable that the parents of the pupils should second these noble efforts. I remarked a great deal of indifference among the latter in several parts of my district; nevertheless, in some poor municipalities, such as Sheen, St. André-Avellin, Waltham, Mansfield, and Calumet Island, great sacrifices are made to procure good teachers. I annex a succinct analysis of each municipality.

1. *Sheen*.—Two schools are in operation in this municipality. The teacher of No. 1 is wanting in experience. School No. 2, under the direction of Mr. Frawley, is well conducted. Of 60 children who generally attend these schools, only 25 were present when I visited them.

2. *Chichester*.—This municipality contains two schools; one has only been open a fortnight and is not yet organized, so that of it I can say nothing; the other has been shut for some time on account of certain difficulties which have arisen among the ratepayers on the subject of the site of the school-house; but it will be opened in a few days. Another new school situated in section No. 3, will shortly be in operation.

3. *Allumette Island*.—There are now 4 schools in operation in this municipality. Those of Nos. 3, 4 and 9, are not well conducted; the teachers have no system; but the school at *Chapeau*, under the direction of Mr. Jeremiah Gallivan, is deserving of honorable mention. This school is certainly the best managed and the most advanced in my district. Mr. Gallivan holds a model school diploma.

4. *Waltham and Mansfield*.—The school of section No. 2, the pupils of which are almost all French Canadians, has not made satisfactory progress owing to want of assiduity on the part of the children. The school of No. 4 is well conducted; nevertheless, although the teacher is very attentive he is wanting in system. The children are badly provided with books. School No. 1 is closed; it will be re-opened in a few days. A large amount is due to the teachers, and it is for this reason that the latter school has been closed, because, as the teacher could not obtain payment, he sued the commissioners. The Secretary-Treasurer's accounts are not, by any means, in satisfactory order.

5. *Calumet Island*.—There are only two schools in operation in this municipality. These two schools are well kept, although the attendance of the pupils is irregular. School No. 6 is closed, there being no teacher. The farmers of this locality seem to care little about the education of their children. It seems to me that, although they are poor, they could have a larger number of schools on a better footing if they would make a few sacrifices.

6. *Portage du Fort*.—In this village there is only one Catholic school, which is ably kept by Mr. Lodgwood, a pupil of the Toronto Normal School. The furniture of the school is sufficient for the large number of pupils who attend it; but here as elsewhere, the teacher complains of a completely inadequate supply of geographical maps.

7. *Onslow*.—The two teachers of this municipality are able and zealous, and their schools are prosperous.

8. *Aylmer*.—The state of the school in this municipality is unexceptionable. Mr. Donnelly, a pupil of the Laval Normal School, who is in charge of the academy, is very zealous. He is a credit to the institution in which he was educated. Miss Lapierre, who conducts the girls' school, also discharges her duty very well. I may also state that the accounts of the Secretary-Treasurer, Mr. Bourgeau, are kept in a systematic and intelligible manner. The school law is well carried out by the commissioners, who neglect nothing which can promote the cause of education in the village.

9. *Wakefield*.—There is but one independent catholic school in this township. The majority of the inhabitants did not appear to me to be disposed to place themselves under the control of commissioners, but I believe that this difficulty will have disappeared, when I next visit the place.

10. *Masham*.—There are two catholic schools in this municipality; one is not in operation, as the commissioners were repairing the school-house in a suitable manner. The other school is tolerably well kept by Mrs. Groux.

11. *Hull*.—Two catholic schools have been established in this municipality. There is only one in operation. This school could be much improved, in respect of good conduct and politeness on the part of the children. The other school is only temporarily closed.

12. *Waterloo*.—This village has only one school, under the direction of Mr. Drouin; but as too large a number of children attend it, their progress is not as great as we could desire. It is to be hoped that a girls' school will soon be established here.

13. *Templeton*.—There are three catholic schools in this municipality. They are all three inferior, and the teachers are not well qualified.

14. *Buckingham*.—This large municipality has 7 schools in operation, including the academy. The two elementary schools of the village have been amalgamated with the academy. The latter, under the direction of Mr. Fitzgerald, does not work as well as could be desired, and the reason is, that the parents are indifferent, and only send their children to school when they feel disposed to do so. The other schools are tolerably well conducted.

15. *Lochaber*.—This municipality contains three schools, which are kept and managed with ability, by three talented teachers.

16. *St. Angelique*.—School No. 2 is well conducted by Mrs. Cauvin. This school-house is certainly, of those in my district, the best provided with necessary articles, such as maps, tables, &c. Most of the commissioners of this village are zealous, and the school law is strictly carried out by them and their Secretary-Treasurer, Mr. McCoy. School No. 1 is closed, but will soon be re-opened, as the teacher was daily expected when I last visited the place.

17. *St. André-Avellin*.—In spite of the great poverty of this municipality, the Curé and the commissioners have succeeded in organizing four schools in full operation, which are well conducted. Mr. Piché, a pupil of the Jacques-Cartier Normal School, teaches the model school; and, although he has only been in charge a few weeks, he has already distinguished himself by his excellent method of teaching and the order which he maintains among his pupils.

18. *Notre Dame de Bonsecours*.—The two schools of this municipality are ably conducted by two female teachers. It can easily be perceived that the inhabitants of this parish fully understand the importance of educating their children, as the latter are very regular in their attendance at school. The accounts of the Secretary-Treasurer, Mr. Taillefer, are kept with much system and intelligence.

EXTRACT FROM THE REPORT OF MR. INSPECTOR HAMILTON.

PROTESTANT POPULATION OF THE COUNTIES OF OTTAWA AND PONTIAC.

Mr. Hamilton, who was only appointed an inspector towards the end of the first six months of 1861, has been unable to transmit a complete report on the schools under his supervision. Illness and the unfavorable state of the roads in that part of the province, permitted of his seeing only a part of the municipalities in his inspection district. He says:

“My attention has been almost exclusively occupied with an examination into the affairs of the several boards of commissioners with the object of remedying as far as possible the many glaringly illegal proceedings of those bodies. In many places I found no regular system. I have reason to think that my suggestions on this point will be attended to.”

Mr. Hamilton proposes shortly to visit all the municipalities in his inspection district.

ANNUAL REPORT
OF THE
NORMAL, MODEL, GRAMMAR,
AND
COMMON SCHOOLS,
IN
UPPER CANADA,
FOR THE YEAR 1861,
WITH APPENDICES.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.

Printed by Order of the Legislative Assembly.



QUEBEC:

PRINTED FOR THE CONTRACTORS, BY HUNTER, ROSE & LEMIEUX, ST. URSULE STREET.

1862.



DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

No. 1770.

EDUCATION OFFICE,

Toronto, 28th May, 1862.

SIR,—I have the honor to transmit herewith, to be laid before His^{ty} Excellency the Governor General, my Report of the state of the Normal, Model, Grammar, and Common Schools of Upper Canada, during the year 1861, including a statistical statement of other Educational Institutions, as far as I have been able to obtain information respecting them. To my Report I have added an Appendix, which contains copious extracts from local Reports, and various documents and papers illustrative of the means which have been employed to promote the improvement and extension of the Grammar and Common Schools throughout Upper Canada.

I have the honor to be, Sir,

Your obedient servant,

(Signed), E. RYERSON.

The Honorable A. A. DORION,
Secretary of the Province, Quebec.

GENERAL CONTENTS.

Letter to the Secretary of the Province.....	PAGE 2
--	-----------

PART I.—GENERAL REPORT.

Introductory	5
I. TABLE A.—Receipts and Expenditures of Common School Moneys	5
II. TABLE B.—School Population; Pupils attending the Common Schools.....	6
III. TABLE C.—Common School Teachers; Their Religious Persuasion; Rank; Salaries	6
IV. TABLE D.—Schools; School Houses; School Visits; School Lectures; Time of keeping the Schools open	7
V. TABLE E.—Religious Exercises; Bible; Text Books; Apparatus used in the Schools.....	7
VI. TABLE F.—Roman Catholic Separate Schools	8
VII. TABLE G.—Grammar Schools; Receipts; Expenditure; Pupils.....	8
VIII. TABLE H.—Meteorological Stations and Observations at the Senior County Grammar Schools..	8
IX. TABLE I.—Number of pupils in the various branches of Grammar School instruction.....	9
X. TABLE K.—Text Books used in the Grammar Schools	9
XI. TABLE L.—Grammar School Masters; their Salaries; School Houses; Miscellaneous information	9
XII. TABLE M.—Normal and Model Schools	9
XIII. TABLE N.—Other Educational Institutions	10
XIV. TABLE O.—The Public Libraries supplied by the Department, and other Libraries	10
XV. TABLE P.—Maps, Globes, and various articles of School apparatus supplied by the Department	10
XVI. TABLE Q.—Superannuated Teachers.	11
XVII. TABLE R.—Distribution of the Legislative Grant, together with the sums raised as an equivalent, and other moneys raised by Trustees	11
XVIII. TABLE S.—Educational Summary for the year 1861	11
XIX. TABLE T.—General Statistical Abstract of the Progress of Education in Upper Canada from 1842 to 1861, inclusive	11
XX. The Educational Museum.....	11
XXI. Reports of Grammar School Inspectors; Model Grammar School	12
XXII. Reports of Local Superintendents of Common Schools.....	13
XXIII. General and Concluding Remarks.....	13

PART II.—STATISTICAL REPORT.

THE COMMON SCHOOLS OF UPPER CANADA.

TABLE A.—Moneys: Amount received and expended for the Support of Common Schools.....	16
TABLE B.—Pupils: Children attending the Common Schools and in the different branches of Common School Education.....	23
TABLE C.—The Number, Religious Denominations, Certificates, and Salaries of Common School Teachers..	30
TABLE D.—Schools: Number of Common Schools, School Houses, Visits, Lectures, and time the Common Schools have been kept open.....	37
TABLE E.—Books, Apparatus, and Religious Instruction in Common Schools.....	42
TABLE F.—The Roman Catholic Separate Schools	50

THE GRAMMAR SCHOOLS OF UPPER CANADA.

TABLE G.—Moneys: Amounts received and expended for the support of Grammar Schools; Pupils	56
TABLE H.—Meteorological Stations at the Senior County Grammar Schools.....	60
TABLE I.—Number of Pupils in the various branches of Grammar School Instruction	63
TABLE K.—Text Books used in the Grammar Schools.....	68
TABLE L.—Names of Grammar School Masters; Their Salaries; School Houses; Miscellaneous information	73

THE NORMAL SCHOOL FOR UPPER CANADA.

TABLE M.—Students: Their Certificates, Residences, and Religious Denominations.....	77
---	----

THE OTHER EDUCATIONAL INSTITUTIONS OF UPPER CANADA.		Page
TABLE N.—Colleges, Academies, and Private Schools; Their Pupils and Moneys		84
THE FREE PUBLIC LIBRARIES OF UPPER CANADA.		
TABLE O.—Moneys: Number of Volumes and miscellaneous information; other Libraries		87
THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA.		
TABLE P.—Maps and Apparatus supplied by the Educational Department.....		102
THE SUPERANNUATED COMMON SCHOOL TEACHERS OF UPPER CANADA.		
TABLE Q.—Names of Teachers and Pensions.....		124
THE LEGISLATIVE SCHOOL GRANTS AND LOCAL ASSESSMENTS IN UPPER CANADA.		
TABLE R.—Distribution of School Grants by the Educational Department and Statement of Local Equivalents and other moneys raised for the Grammar and Common Schools.....		131
THE UPPER CANADA EDUCATIONAL SUMMARY FOR 1861.		
TABLE S.—Number of Institutions and Pupils, and moneys expended for educational purposes.....		136
MISCELLANEOUS.		
TABLE T.—Statistical Abstract of the Educational Progress of Upper Canada, from 1842 to 1861, inclusive.....		189
TABLE U.—The Grants to Grammar, Common, and Separate Schools in Upper Canada		141
TABLE V.—Summary of the Accounts of the Educational Department for 1861		145

PART III.—APPENDICES.

A.—EXTRACTS FROM THE REPORTS of Local Superintendents of Common Schools and Boards of School Trustees in Upper Canada, relative to the State and Progress of Elementary Education in their respective Townships, Cities, Towns, and Villages, for the year 1861.....	155
B.—THE GRAMMAR SCHOOLS OF UPPER CANADA:—	
1. Inspector's Report upon the state of the County Grammar Schools of the Eastern, and part of the Western, Section of Upper Canada, for the year 1861. (By the Rev. W. Ormiston, D.D.)	208
2. Inspector's Report upon the state of the County Grammar Schools of part of the Western Section of Upper Canada, for the year 1861. (By the Rev. John Ambery, M. A.).....	211
C.—THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA—Holidays and Vacations..	216
D.—THE NORMAL SCHOOL FOR UPPER CANADA—Provincial Certificates granted by the Chief Superintendent of Education.....	217
E.—APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT OF UPPER CANADA FOR THE YEAR 1862.....	220
F.—DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA:—	
1. Documents furnished annually to the School Officers of Upper Canada, and Statement of Correspondence.....	227
2. Communications to the Department of Public Instruction for Upper Canada.....	228
G.—LOCAL SUPERINTENDENTS of Schools in the several Municipalities of Upper Canada.....	230

ANNUAL REPORT

OF THE

Normal, Model, Grammar, and Common Schools

OF

UPPER CANADA,

FOR THE YEAR 1861.

PART I.—GENERAL REPORT.

To His Excellency the Right Honorable Viscount Monck, Governor General, &c., &c.

MAY IT PLEASE YOUR EXCELLENCY :

In presenting my Report on the condition of the Normal, Model, Grammar, and Common Schools of Upper Canada for the year 1861, it is my pleasing duty to state, that, although the country still feels the effects of the previous years' commercial depression and disasters, there has been a large increase in the most important branches of our school operations during the year—such as the aggregate attendance of pupils at school, the amount provided for the support of schools, and the amount of teachers' salaries, &c., &c. The statistical tables, which form the second part of this Report, present a full and detailed view of the character, state and progress of the schools: I will limit myself here to the following summary references to them :—

THE COMMON SCHOOLS.

I. TABLE A.—RECEIPTS AND EXPENDITURES OF COMMON SCHOOL MONEYS.

Receipts.

1. The amount apportioned and paid by this Department from the Legislative Grant, for salaries of teachers in 1861, was \$157,032; being an increase of \$5,513 over 1860.

2. The amount apportioned and paid for the purchase of maps, apparatus, prizes, and libraries—being in proportion and equal to the amount expended from local sources—was \$9,145; being a decrease of \$816.

3. The law requires that each municipality shall provide a sum by assessment at least equal to the Legislative Grant; but each municipality can provide as large an additional sum as it may think proper for school purposes. The amount provided by Municipal Assessment was \$278,085, which, though \$608 less than that of the preceding year, exceeded the Legislative Grant in the sum of \$121,053.

4. As the Council in the Municipality, so the Trustees in a school section, have authority to provide money for the support of their school or schools, by assessment, and also by fees on pupils, unless the rate-payers decide in favor of a free school. The amount of assessment levied by Trustees, in addition to the \$278,085 levied by the Municipal Councils, was \$587,297; being an increase of \$30,614.

5. Rate-bill fees on pupils are only imposed where the schools are not free. The amount of rate-bills imposed was \$82,873; being a decrease of \$8,634.

6. The amount received by Trustees from the Clergy Reserve Fund and other sources, was \$130,375; being an increase of \$23,636. The large amount which the municipalities have appropriated from the Clergy Reserve Fund for school purposes, may account for the small decrease of \$608 in the municipal assessment of \$273,085.

7. The amount available in 1861 from the balances of 1860, was \$136,469; being an increase of \$7,300.

8. The total receipts for Common School purposes in Upper Canada for the year 1861, were \$1,381,279; being an increase on the receipts of the preceding year of \$57,006.

Expenditure.

9. The amount paid for the salaries of teachers was \$918,112; being an increase of \$22,522.

10. The amount expended in the purchase of maps, apparatus, prize books, and libraries, was \$20,084; being a decrease of \$4,585. In the preceding year there was an increase of \$7,933.

11. The amount expended for school-books, stationery, fuel, and other expenses, was \$102,672; being an increase of \$10,909.

12. The amount expended for the purchase of school sites (many of which are free grants), and the erection of school-houses, was \$113,365; being a decrease of \$242.

13. The amount paid for the rents and repairs of school-houses was \$36,462; being an increase of \$3,040.

14. Unexpended balances of the preceding year were \$189,861; being an increase of \$25,362. These balances are rather apparent than real—arising from the fact that many of the Municipal Councils and Trustees do not, until after the close of the civil year, collect the sums necessary to pay the expenses of such year.

15. The total expenditure in behalf of Common Schools for the year 1861, was \$1,191,417; being an increase of \$31,644.

II. TABLE B.—SCHOOL POPULATION—PUPILS ATTENDING COMMON SCHOOLS.

An Act still unrepealed requires the legal returns of school population to include only school-children between the ages of 5 and 16 years; but the law secures to all persons from 5 to 21 years of age the right of attending the schools as long as their conduct conforms to its rules and discipline.

1. The school population (including only the children between 5 and 16 years of age) was 384,980; being an increase of 11,391.

2. The number of pupils attending the schools, from 5 to 16 years of age, was 309,895; being an increase of 14,215. The number of pupils of other ages attending the schools was 20,023; being a decrease of 109. The whole number of pupils attending the schools was 329,918; being an increase of 14,106.

3. The number of *Boys* in the schools was 178,435; being an increase of 6,331. The number of *Girls* in the schools was 151,483; being an increase of 7,775. The number returned as *indigent* children was 5,666; being a decrease of 387.

4. The same Table shows the periods of the attendance of pupils at the schools, and the subjects of their studies. It will be seen that there is an encouraging increase of pupils in all the higher subjects of Common School education, except Book-keeping and Vocal Music.

III. TABLE C.—COMMON SCHOOL TEACHERS—THEIR RELIGIOUS PERSUASIONS, RANK, SALARIES.

1. The number of teachers reported as employed in the 4,019 Common Schools, was 4,336; being an increase of 55. Of these, 3,031 were males, being a decrease of 69; and 1,305 were females, being an increase of 124.

2. As to the religious persuasions of teachers, 723 were members of the Church of England—being a decrease of 22; 469 were members of the Church of Rome—being an

increase of 7; 1,249 were Presbyterians of different classes—being an increase of 11; 1,275 were Methodists of different classes—being an increase of 26. There were 229 Baptists—increase 2; 76 Congregationalists—decrease 14.

3. As to the rank of teachers, it appears from this Table that of Normal School Teachers reported, 194 were of the First Class, and 243 of the Second Class. Of teachers whose certificates have been given by County Boards, 1,009 were of the First Class—being an increase of 47; 2,088 were of the Second Class—being an increase of 54; and 663 were of the Third or lowest Class—being a decrease of 51.

4. *Salaries of Teachers.*—The lowest salary paid a male teacher was \$80, and the highest \$1,300. The average salary of male teachers, with board, was \$185—without board, \$129. The average salary of female teachers, with board, was \$132—without board, \$215.

IV.—TABLE D.—SCHOOLS, SCHOOL HOUSES, SCHOOL VISITS, SCHOOL LECTURES, TIME OF KEEPING OPEN THE SCHOOLS.

1. Each Township is divided into School Sections of from two to four miles square. The whole number of School Sections was 4,154—increase, 20. The whole number of schools reported as open was 4,019—increase, 50. The number of School Sections in which there were no schools open, or which have not been reported, was 135—decrease, 30.

2. The number of *free* schools was 2,903—increase, 301. The *increase* in the number of *free* schools the preceding year was 285. Thus nearly three-fourths of the Common Schools of Upper Canada are free schools, by the voluntary action of the rate-payers in each section separately, and as the result of their own observation, experience, discussion, and patriotism. The number of schools *partly* free, 1,017—decrease, 261. The number of schools in which 25 cents *monthly* fees were paid, was 99—increase, 10.

3. *School Houses.*—The whole number of school-houses reported was 4,055—increase 59. Of these, the *Brick* were 449—increase, 37; *Stone*, 302—decrease (as reported) 12; *Frame*, 1606—increase, 95; *Log*, 1668—increase, 6; not reported, 30—decrease, 67; *Freehold*, 3,344—increase, 77; leased, 461—increase, 10; rented, 136—decrease, 26; not reported, 114.

4. Whole number of school-houses *built* during the year, 194—increase on the number built the preceding year, 40. Of these, the *Brick* school-houses built were, 51—increase, 19; *Stone*, 12—increase, 6; *Frame*, 85—increase, 10; *Log*, 45—increase 6; total, 194.

5. *School Visits.*—By local Superintendents, 9,467—increase, 618; by Clergymen, 5,676—decrease, 291; by Municipal Councillors, 1,976—increase, 32; by Magistrates, 2,170—decrease, 56; by Judges and Members of Parliament, 316—decrease, 3; by Trustees, 20,266—decrease, 59; by other persons, 25,148—decrease, 29. Whole number of school visits during the year, 65,019—increase, 212.

6. *School Lectures.*—By local Superintendents, 2,731—decrease, 36; by other persons, 353—decrease, 74; total, 3,084—decrease, 110. There appear to be nearly 1,300 School Sections in which no lectures have been delivered by local Superintendents during the year, as required by law.

7. *Time of Keeping open the Schools.*—The average time of keeping open the schools was 10 months and 24 days—increase, 6 days. In the State of Massachusetts, the average time of keeping open the schools was 7 months and 18 days; in the State of New York, it was 7 months and 3 days; in the State of Pennsylvania, 5 months and 5½ days.

V. TABLE E.—RELIGIOUS EXERCISES, BIBLE, TEXT BOOKS—APPARATUS USED IN THE SCHOOLS.

1. Out of 4,019 schools reported, it appears that the daily exercises of 2,381 of them are opened and closed with prayer—increase, 155; and that in 2,879 of them the Bible or Testament is read—increase, 121.

2. This Table shows that the uniform series of National Text Books is almost universally used in the schools. It is gratifying to observe that Sangster's improved edition and adaptation to Canadian currency of the National Arithmetic is rapidly super-

seding the old and inferior edition, it having been introduced into 803 schools during the year—the second year of its publication. It is also gratifying to remark that Mr. Hodgins' excellent Geography—the only truly Canadian one published—is being largely introduced into the schools.

3. The total number of *maps* used in the schools was 20,667—increase, 2,462. The number of schools in which maps are used was 2,820—increase, 210. But it is to be regretted that there are 1,200 schools in which no maps are used, except those contained in Geographies. The number of schools in which *globes* are used is 926—increase, 71. The number in which *blackboards* are used was 3342—increase, 30.

VI. TABLE F.—ROMAN CATHOLIC SEPARATE SCHOOLS.

1. The number of schools reported was 109—decrease, 6.
2. The amount apportioned and paid from the Legislative Grant was \$7,549—decrease, \$56.
3. The amount apportioned and paid for maps, apparatus, prizes, and libraries (equivalent to a sum provided from local sources), was \$137—increase, \$97.
4. Amount derived from school rates was \$12,349—decrease, \$1,955. Amount received from subscriptions and other sources, \$10,903—increase, \$1,495. Total amount received for the support of separate schools, \$30,940—decrease, \$419.
5. Amount paid to teachers, \$24,528—increase, \$1,323. Amount paid for maps, apparatus, prizes, and libraries, was \$418—increase, \$195. Amount paid for other purposes, \$5,993—decrease, \$1,938.
6. The whole number of pupils in the schools was 13,631—decrease 1,077.
7. The Table also shows the number of male and female teachers employed in the schools, the subjects of study, and the number of maps used in the schools.

GRAMMAR SCHOOLS.

VII. TABLE G.—RECEIPTS, EXPENDITURES, PUPIL'S FEES.

1. The whole number of Grammar Schools was 86—decrease, 2: two inefficient Grammar Schools having been discontinued.
2. The amount of Legislative Grant and Fund apportioned and paid was \$36,693—increase, \$3,520.
3. The amount of Legislative Grant apportioned and paid for the purchase of maps, apparatus, and prize books, was \$345—increase, \$52.
4. *The Amount Received from Local Sources.*—From Municipal Grants, \$17,444—increase, \$3,708; from fees, \$20,545—increase, \$229; from balances and other sources, \$9,635—decrease, \$2,626.
5. Total receipts for all Grammar School purposes for 1861, \$85,163—increase, \$4,883.

Expenditures.

6. For Masters' salaries, \$71,034—increase, \$7,028; for maps, apparatus, prize books, \$1,932—increase, \$66; for building, rent, and repairs, \$4,234—decrease, \$1,803; contingencies, books, \$3,907—decrease, \$1,740. Total expenditure during the year, \$81,108—increase, \$3,552. Balances not collected and paid at the end of the year, \$4,054—increase, \$1,331.
7. *Pupils.*—Whole number of pupils attending the schools, 4,766—increase 220; number of pupils from the towns in which the Grammar Schools are situated, 3,375—increase, 101; from within the counties of the Grammar Schools, 1,050—increase, 55; from other counties, 341—increase, 64.

VII. TABLE H.—METEOROLOGICAL STATIONS AND OBSERVATIONS AT THE SENIOR COUNTY GRAMMAR SCHOOLS.

The Senior County Grammar School is the school which is situated in the County Town of each County, and receives \$400 per annum from a Parliamentary Grant, in

addition to the apportionment from the Grammar School Fund, which it shares in common with the other Grammar Schools in each County. The Senior County Grammar School thus receives \$400 per annum, besides sharing with the other Grammar Schools in the distribution of the Grammar School Fund. The duty of taking meteorological observations has been imposed upon the head master, in order to ascertain the character and variations of climate at different points in Upper Canada; and the best instruments were procured for that purpose. No practical results have yet ensued in Canada from this provision of the law; but a collection of the returns received were sent, by request, to the Smithsonian Institution at Washington, and, on being returned, were spoken of as containing much valuable information. (See Journal of Education for Upper Canada, 1861. See also Appendix.)

IX. TABLE I.—NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

This Table presents a view of the subjects taught in the Grammar Schools, and the classification of pupils. It appears that there were 4,618 pupils in different branches of English—increase, 212; in Latin, 2,515—increase, 180; in Greek, 703—increase, 145; in French, 1,375—increase, 129; in Mathematics, 4,555—increase, 265; in Geography, 4,109—increase, 37; in History, 3,805—increase, 217; in Physical Science, 2,751—decrease, 209. For the division of subjects, and the classification of pupils under these several heads, I refer to the Table.

X. Table K shows the various text-books which are used and read in the schools, respecting which no analysis or remark is required.

XI. Table L contains the return, and information which have been given respecting the Colleges; certificates, religious profession and salaries of the head masters of the Grammar Schools, the character and furniture of the school-houses, &c., &c.

NORMAL AND MODEL SCHOOLS.

XII. TABLE M.—OPERATIONS OF THE SCHOOLS DURING 1861.

1. The year is divided into two sessions of five months—the one beginning the 8th of January, and the other the 8th August. The object of the Normal School is to train teachers to teach the subjects of Common School education. All who are admitted engage to devote themselves to teaching. The Model Schools—one for boys and the other for girls, each limited to 150 pupils—are connected with the Normal School, are under the same oversight, and taught by teachers trained in the Normal School. In these Model Schools, the teachers, in training in the Normal School, spend each some time each week, where they not only observe how a school should be organized and managed, and how the several subjects should be taught, but teach themselves, as assistants, and under the observation and instruction of the regular teachers of these schools.

2. Table M presents a complete statistical view of the operations of the Normal School, from the beginning. During the first Session of 1861, the number of applicants for admission was 182; the number found qualified, on examination, and actually admitted, was 161. The number of applicants for admission the second Session was 165; the number admitted was 148. The number of Provincial Certificates given at the close of the first Session, after an examination of several days, on paper, in all the subjects taught, was 89; the number given at the end of the second Session was 102; total, 191. That is, nearly 200 teachers have been sent out from the Normal School during the year. Of these, however, 50 had been in attendance and obtained certificates previously.

3. It will be seen, by referring to the Table, that of the 309 student-teachers admitted to the Normal School during the year, 178, or more than one-half, had been teachers—a sufficient proof that their object in coming to the Normal School was to qualify themselves better for their profession. The demand for Normal School Teachers is increasing rather than abating, and the influence of the Institution is felt throughout the Province, in the improved and improving methods of school organization and teaching; as well as in the character and qualifications of teachers.

XIII. TABLE N.—THE OTHER EDUCATIONAL INSTITUTIONS IN UPPER CANADA IN 1861.

This Table presents an approximate statistical view of other Educational Institutions than the Grammar and Common Schools, including Colleges, Academies, and Private Schools, as far as information respecting them could be obtained. In support of these Institutions, \$173,943 have been received and expended—being a decrease of \$4,387; and 8,734 students and pupils have been taught in them—being an increase of 953.

XIV. TABLE O.—FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT—SUNDAY SCHOOL AND OTHER PUBLIC LIBRARIES.

1. The system of Free Public Libraries is as follows: A carefully classified catalogue of about four thousand works (which, after examination, have been approved by the Council of Public Instruction) is sent to each School Municipality. Arrangements have been made with the English and American publishers of these works, to procure them on advantageous terms for public libraries alone. From this catalogue the school or municipal authorities, desirous of establishing or improving a library, select such books as they think proper, and receive from the Department the books desired, at cost prices (so far as they are in print or stock), with an apportionment of one hundred per cent. upon whatever sum or sums they transmit towards the purchase of the books. The libraries are managed according to general regulations made by the Council of Public Instruction.

2. The value of books already supplied by this Department since 1855, is \$99,808—being 193,258 volumes. Since the severe commercial and financial depression of the country, the annual demand for library books has been somewhat less than in previous years, while the demand for *prize-books* in the schools (supplied upon the same terms as library books) has increased. The amount provided from local sources, for the purchase of library books, was \$2,042, to which an equal sum was added by this Department, making \$4,084. The number of volumes purchased was 6,590. The whole number of Free Libraries, exclusive of sub-divisions, was 481—increase, 70.

3. The number of Sunday School Libraries reported was 1,875—increase, 119. The number of volumes reported in these libraries was 288,664—increase, 10,016. The number of other public libraries was 355—increase, 8. The number of volumes reported in these libraries was 159,804—increase, 1,999. The number of Common School Free Libraries, as above stated, 481, containing 193,220 volumes, making a total of 2,711 libraries—increase, 197; containing 641,688 volumes—increase, 18,577 volumes.

XV. TABLE P.—MAPS, APPARATUS AND PRIZE-BOOKS SUPPLIED BY THE DEPARTMENT TO GRAMMAR AND COMMON SCHOOLS DURING THE YEAR 1861.

This Department not only supplies the schools with maps, globes, and various articles of school apparatus, apportioning one hundred per cent. upon whatever sums are provided from local sources for these purposes, but it gets nearly all these articles manufactured in the country, and better executed and at lower prices than they can be imported. The globes and maps manufactured in Toronto, contain the latest discoveries of voyagers and travellers, and are executed in the best manner, as are the Tellurians, Numeral Frames, Geometrical Forms, Mechanical Powers, &c. All this is done by employing private skill and enterprise—furnishing to the manufacturers the model and copy, and permitting and encouraging them to dispose of these articles to private parties, as the Department supplies none but municipal and school authorities with these articles.

2. This Table (P) presents a full statistical view of the operations of this branch of the Department during the year 1861, and also during the seven years since its establishment. During the last year, \$16,252 have been expended (the one-half contributed from local sources) for the purchase of 156 Maps of the World; 283 of Europe; 228 of Asia; 214 of Africa; 244 of America; 201 of Canada; 357 of Great Britain, Ireland and Scotland; 159 Single Hemispheres; 192 Classical and Scriptural Maps; 349 other maps and charts; 169 Globes; 1,339 other articles of school apparatus; 9,268 historical and other lessons (in sheets); 26,931 volumes of Prize Books.

3. During the seven years, there have been received and expended in this branch \$88,893, for the supply to the schools of 17,160 Maps and Charts, 1,043 Globes, 11,283 other articles of school apparatus, 90,603 historical and other lessons in sheets, and 69,816 volumes of Prize Books.

XVI. TABLE Q.—THE SUPERANNUATED OR WORN-OUT COMMON SCHOOL TEACHERS.

1. The Legislature has appropriated \$4,000 per annum in aid of superannuated or worn-out Common School Teachers. The allowance cannot exceed \$6 per year for each year that the recipient has taught a Common School in Upper Canada. Each recipient must pay \$4 per annum for each current year, or \$5 for each past year, since 1854, into the Fund; nor can any teacher become a claimant upon the Fund, unless he pays annually at that rate to the Fund, commencing with the time of his beginning to teach, or with 1854 (when the system was established), if he began to teach before that time. If a teacher has not paid his subscription annually, he must pay at the rate of \$5 per annum for past time, in order to be entitled to share in the Fund when he is worn-out.

2. This Table (Q) gives the age, services, &c., of each pensioner. 200 teachers have been admitted to receive annual aid from this Fund; of whom 31 died before or during the year 1861. The average age of each pensioner in 1861 was 66½ years.

XVII. TABLE R.—DISTRIBUTION OF THE LEGISLATIVE GRANT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, WITH OTHER MONIES RAISED BY MUNICIPALITIES AND TRUSTEES.

This Table presents a complete view of all the moneys which have been received and expended (and from what sources derived), and for what purposes, in connection with the Normal, Model, Grammar, and Common Schools throughout Upper Canada. Here may be seen at a glance how far this money has been expended on behalf of each County, Township, City, Town, and Incorporated Village. It appears that the people of Upper Canada provided and expended for Grammar and Common School purposes, in 1861, \$1,496,080—being an increase on the receipts and expenditure of the preceding year of \$58,740. For details, I beg to refer to the Table.

XVIII. TABLE S.—EDUCATIONAL SUMMARY FOR 1861.

This Table presents a view of the number of Educational Institutions of every kind (as far as returns could be obtained) and the numbers of pupils attending them, and the amount expended for their support.

The whole number of Educational Institutions of every kind was 4,459—increase, 80. The whole number of students and pupils attending them was 344,118—increase, 15,279. The whole amount available for educational purposes was \$1,670,023—increase, \$54,353.

XIX. TABLE T.—GENERAL STATISTICAL ABSTRACT OF THE PROGRESS OF EDUCATION IN UPPER CANADA, FROM 1842 TO 1861, INCLUSIVE.

This Table contains all the statistics which could be obtained, illustrative of the progress of education, in connection with each branch, and all the Institutions of Education in Upper Canada during the last twenty years.

XX. THE EDUCATIONAL MUSEUM.

What I remarked on this subject in my last Report is equally true and applicable at the present time. "Nothing is more important than that an establishment designed especially to be the institution of the people at large—to provide for them teachers, apparatus, libraries, and every possible agency of instruction—should, in all its parts and appendages, be such as the people can contemplate with respect and satisfaction, and visit with pleasure and profit. While the schools have been so established and are so conducted as to leave nothing to be desired in regard to their character and efficiency, the accompanying agencies for the agreeable and substantial improvement of all classes of students and pupils, and for the useful entertainment of numerous visitors from various parts of the

country, as well as many from abroad, have been rendered as attractive and complete as the limited means provided would permit. Such are the objects of the Educational Museum.

This Educational Museum is founded after the example of what is being done by the Imperial Government as part of the system of popular education—regarding the indirect as scarcely secondary to the direct means of training the minds and forming the taste and character of the people.* It consists of a collection of school apparatus for Common and Grammar Schools, of models of agriculture and other implements, of specimens of the natural history of the country, casts of antique and modern statues and busts, &c., selected from the principal museums of Europe, including busts of some of the most celebrated characters in English and French history; also, copies of some of the works of the great masters of the Dutch, Flemish, Spanish, and especially of the Italian schools of painting. These objects of art are *labelled*, for the information of those who are not familiar with the originals, but a descriptive historical catalogue of them is in course of preparation. In the evidence given before the Select Committee of the British House of Commons, it is justly stated, “that the object of a National Gallery is to improve the public taste, and afford a more refined description of enjoyment to the mass of the people;” and the opinion is, at the same time, strongly expressed, that as “people of taste going to Italy constantly bring home beautiful modern copies of beautiful originals,” it is desirable, even in England; that those who have not the opportunity or means of travelling abroad, should be enabled to see, in the form of an accurate copy, some of the celebrated works of Raffaele and other great masters; an object no less desirable in Canada than in England. What has been thus far done in this branch of public instruction, is in part the result of a small annual sum which, by the liberality of the Legislature, has been placed at the disposal of the Chief Superintendent of Education, out of the Upper Canada share of school grants, for the purpose of improving school architecture and appliances, and to promote arts, science and literature by means of models, objects and publications, collected in a museum in connection with this department.

The more extensive Educational Museum at South Kensington, London, established at great expense by the Committee of Her Majesty's Privy Council of Education, appears, from successive Reports, to be exerting a very salutary influence, while the School of Art connected with it is imparting instruction to hundreds, in drawing, painting, modelling, &c. A large portion of the contents of our museum has been procured with a view to the School of Art, which has not yet been established, though the preparations for it are completed. But the Museum has been found a valuable auxiliary to the Schools; the number of visitors from all parts of the country, as well as from abroad, has greatly increased during the year, though considerable before; many have repeated their visits again and again; and I believe the influence of the Museum quite corresponds with what is said of that of the Educational Museum of London.”

XXI. REPORT OF GRAMMAR SCHOOL INSPECTORS—MODEL GRAMMAR SCHOOL.

In Appendix B to this Report will be found the excellent Reports of the Inspectors of Grammar Schools—the Rev. William Ormiston, D.D., of Hamilton, and the Rev. John Ambery, A.M., First Classical Master in the Model Grammar School, Toronto. In both of these reports mention is made of the encouraging progress of the Grammar Schools; and I believe that the Trustees of Grammar Schools do all that can be done for the efficiency and improvement of the schools in the present very defective state of the law, under which the Boards of Trustees have no power to raise a sixpence by rate, or otherwise than voluntary subscription, for the purchase of school-sites, or the erection, repairs or furnishing of school-houses, or towards making up the salaries of masters, beyond the fees of tuition. The marvel is, that Boards of Trustees have been able to accomplish anything in proportion to what they have done for the support, much less improvement, of the Grammar Schools. Dr. Ormiston has, in his reports for past years, dwelt strongly on the defects of the Grammar School Laws, and the necessity of amending them. Mr. Ambery has referred to the subject in terms equally strong, discussing with very great force the duties,

* See my Annual Report for 1857, in which there is a full detail of what is done in England in this respect.

relations, and nature of the Grammar Schools. He has also made some very able and suggestive remarks on the methods of teaching languages, and on the office and importance of the Model Grammar School, now so efficiently and nobly accomplishing the objects of its establishment.

The number of pupils in this school is limited to 100, with a training-class of Candidates for Masterships in the Grammar Schools. It was intended to limit this class to *ten*, but it already considerably exceeds that number. The Model Grammar School is intended to accomplish for the Grammar Schools of the country what the Normal and Model Schools have long been accomplishing for the Common Schools.

XXII. REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS.

The Local Superintendents have accompanied, in many instances, their Statistical Annual Reports with remarks, extracts from which will be found in Appendix A. I refer to these extracts as exhibiting the inner and practical life of the school system—the nature of its operations, the obstacles to its progress from newness of settlements, and poverty in some instances, indifference and ignorance in others—the noble way in which the people generally are exerting themselves to educate their children, and the growing success of their efforts.

XXIII. GENERAL AND CONCLUDING REMARKS.

In my last Report, I reviewed the progress of the school system in Upper Canada in comparison with the progress of the school systems of the States of Massachusetts, New York, and Pennsylvania, and the greater and remarkable progress which our school system has made. I will not repeat these facts and comparisons in this Report; but I may remark, that our school system, for its existence as well as success, depends upon the voluntary action of the people. The Legislature levies no school tax, nor compels any Municipality to accept the grant apportioned. Any County, City, Town, or Incorporated Village Municipality can decline accepting the Legislative School Grant upon the conditions prescribed, and thus extinguish the school system within its own jurisdiction. Instead of this,—while the Legislative School Grant of \$157,032 apportioned among the Municipalities for the year 1861, would require them to raise a like sum, as a condition of receiving that grant, they have not only complied with the condition, by collecting a like sum by rate, but have actually collected for school purposes the sum of \$278,085, exceeding the amount of the Legislative Grant in the sum of \$121,053. In addition to this, the Trustees have collected the sum of \$1,224,247, of which \$1,191,417 have been expended for school purposes.

2. It is worthy of remark, that among the teachers employed in the Common and Separate Schools, are 462 *Roman Catholic* teachers—about 150 of whom teach in Separate Schools, but upwards of 300 are employed by the Trustees of the Public Common Schools—a practical illustration of the liberality of the people, and of the injustice of the imputations made against them in regard to their conduct towards their Roman Catholic fellow citizens. It is questionable whether, in a country of equal population, and as Roman Catholic as Upper Canada is Protestant, more than 300 Protestant teachers would be employed by locally elected Trustees. This fact may largely account for the unwillingness of Roman Catholics generally to separate themselves and their children from the Public Schools, since three-fourths of their children attend the Public Schools, while only one-fourth of them attend the Separate Schools, and, since the aggregate attendance at the Separate Schools has decreased 1,077, while the aggregate attendance at the Public Schools has increased 14,106. Were there no Separate Schools, a larger number of Roman Catholic teachers would doubtless be employed in the Public Schools; but as it is, the Roman Catholic Church is only exceeded by three other Churches in the number of its members who are employed as teachers of Common Schools in Upper Canada—an ample illustration of the equity of the law and the catholicity of its administration, even by the people themselves in their several school sections.

3. Another fact worthy of remark is, that while there has been a decline and depression in almost every branch of business and of the public revenue, there has been a steady advancement in the progress of the schools, whether we regard the means provided for

their support, the attendance of pupils, the qualifications of teachers, the character and furniture of the school-houses, or the methods and facilities of instruction.

4. Equally remarkable is the progress made by *Free Schools*. In 1850 no Free Schools existed in Upper Canada; nor did the Legislature exercise the power to establish them, but simply empowered the rate-payers in each school division to use their own discretion as to the manner of providing for the support of their schools. The question was thus an open one in each School Municipality, to be decided upon in Cities, Towns, and Incorporated Villages, by the election of Trustees, as favorable or otherwise to Free Schools, but to be decided upon by an annual vote at annual or special meetings in school sections of Townships. The result has been, that the comparative merits of the Free and Ratebill School System has been discussed and decided upon, from year to year, in each School Municipality, and the principle that each man should contribute to the state-interest of the education of youth according to his property, and each child, whether his parents are rich or poor, should have an equal right to an education necessary for the interests of society, has gained from year to year, until 2,903 of the 4,019 Common Schools in operation are free, with a considerable number of Grammar Schools; and the increase of Free Schools during the year 1861 was no less than 302—making a difference of 604 in the relative proportion of Free and Ratebill Schools.

5. Finally, every year's experience strengthens my conviction, as to the truth and wisdom of the principle on which our Public School system is founded—the only true principle, I think, for the education and advancement of a free people—for the Government (not to assume the task of educating the people, but) to aid them in every possible way to educate themselves—not to rule and do for them, but to counsel and assist them,—not to supersede local exertion, but to develop and encourage it—to habituate and train the people to rely upon themselves, to learn how to manage their own affairs, and to work out their own destinies. Under the influence of such a school system, in connection with our free system of Constitutional Government, and by the Divine blessing, I believe the destinies of our country will harmonize with the highest aspirations of patriotism and Christianity.

I have the honor to be

Your Excellency's most obedient, humble servant,

E. RYERSON.

DEPARTMENT OF PUBLIC INSTRUCTION
FOR UPPER CANADA,
Toronto, June, 1862.

PART II.



STATISTICAL REPORT.

1861.

TABLE A.—THE COMMON SCHOOLS

OF UPPER CANADA, 1861.

COUNTIES.	RECEIPTS BY LOCAL SCHOOL											
	From Legislative Grants.		From Local Sources.									
	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reserve Fund and other sources.						
\$	cts.	\$	cts.	\$	cts.	\$	cts.					
Glengarry	2409	52	2225	00	6759	29	932	91				
Stormont	1844	00	1835	00	5455	76	566	92				
Dundas	1977	00	2027	00	4388	52	506	90				
Prescott	1645	80	2141	00	4770	17	95	70				
Russell	860	00	939	64	1919	50		87	90			
Carleton	3332	50	3494	00	14135	90	1124	16	712	86		
Grenville	2328	50	2286	00	5191	00	1074	63	1664	92		
Leeds	3541	89	3584	00	12396	86	3482	00	7540	54		
Lanark	3133	52	3066	90	10261	13	1260	65	1766	12		
Renfrew	2265	95	2124	40	7863	45	454	31	314	02		
Frontenac	2616	63	2555	00	9486	55	1443	40	1145	52		
Addington	1920	00	2907	00	5723	01	1126	89	1348	68		
Lennox	576	00	760	00	3324	87	470	75	1482	22		
Prince Edward	2145	20	2367	00	10136	02	1847	67	2131	42		
Hastings	4217	72	3998	00	15812	26	1102	51	1845	69		
Northumberland	3790	00	3760	00	20207	14	1588	23	2213	37		
Durham	3619	00	3618	00	20611	21	2682	99	8538	67		
Peterborough	2355	18	2328	00	9241	19	1229	51	834	93		
Victoria	2403	00	165	75	12858	49	532	84	1117	91		
Ontario	4271	00	4248	00	22436	56	2264	73	5648	66		
York	6416	00	6254	12	34053	42	5787	61	11585	00		
Peel	2768	00	2919	00	16057	19	3377	09	2342	00		
Simcoe	4533	00	4221	04	25057	36	1033	50	3202	35		
Haldon	2288	00	2288	00	8203	10	3811	62	3208	22		
Westworth	3232	50	3236	62	10717	54	3437	67	3289	52		
Brant	2345	00	2399	00	10527	32	2987	99	3506	77		
Lincoln	2265	35	2450	00	7612	60	2528	17	4148	06		
Holland	2272	00	2506	50	8696	57	2521	98	4321	60		
Haldimand	2330	00	3036	00	8747	26	1554	12	5291	03		
Norfolk	3536	50	3045	00	12502	50	1521	21	3523	83		
Oxford	4583	00	4550	00	20790	43	2313	67	2882	03		
Waterloo	3362	50	3900	00	21020	26	1617	38	2322	06		
Wellington	4813	86	5520	00	23074	10	1880	69	1773	07		
Grey	4070	16	6510	00	19308	68	158	20	1007	55		
Perth	3575	50	3552	00	17738	39	344	44	1862	53		
Huron	5557	60	0778	10	27566	19	580	07	2455	67		
Bruce	3032	96	2927	00	10666	20	32	26	287	03		
Middlesex	5414	50	5427	78	24373	38	2306	33	6690	64		
Elgin	3311	00	3311	00	16734	08	2873	07	1402	60		
Kent	3026	00	2970	00	14450	53	726	70	2151	12		
Lambton	2619	00	5176	00	17181	54	282	26	1330	35		
Essex	2256	29	2214	28	8762	91	496	31	537	67		
Bruce Mines	100	00										
Total	\$129270	11	7,331	16	138446	94	566820	96	65790	31	109272	79

AUTHORITIES.	EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.																	
	Balances.	Total receipts for all Common School purposes during 1861.	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Repairs and Repairs of School Houses.	For School Books, Stationery, Fuel, & other expenses.	Total Expenditure for all Common School purposes during 1861.	Balances unexpended.									
										\$	cts.							
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.						
	630	43	13988	35	9093	34	1802	43	118	62	635	41						
	265	18	10127	17	7365	64	1339	01	242	50	354	40						
	708	74	9727	67	7713	77	154	03	244	45	354	69						
	520	76	9506	58	7595	57	256	00	175	15	394	12						
	678	36	4494	40	3473	97	8	47	58	98	249	87						
	797	20	23656	92	18272	90	181	00	242	00	421	66						
	850	72	13611	57	10740	07	53	55	308	63	580	63						
	4048	57	34649	83	19811	75	160	42	4321	08	572	05						
	1659	47	21172	79	16452	80	71	29	600	65	555	95						
	707	92	17576	86	9838	03	80	65	1214	49	386	52						
	934	41	18221	48	12757	47	80	00	1130	90	393	54						
	569	70	13654	08	10891	69	117	60	730	16	437	00						
	453	37	7372	21	5443	54	16	50	953	05	184	06						
	623	98	19332	69	14146	23	161	60	2418	42	234	83						
	2389	75	29479	86	21701	79	234	75	831	69	538	84						
	2815	42	54155	73	26232	85	573	14	2112	73	858	33						
	2213	05	41398	17	25221	97	237	87	6562	80	693	17						
	832	73	16959	46	12727	79	275	84	1092	74	706	62						
	814	66	20883	65	12380	90	331	50	2257	99	246	76						
	4484	22	43687	96	30632	31	669	58	3323	46	1307	22						
	6771	13	71401	15	43892	97	1127	47	10391	70	2129	00						
	1580	56	29256	85	21954	14	426	02	1698	00	762	34						
	3211	31	41708	22	29030	68	898	12	2758	78	1233	91						
	1314	61	20996	37	16140	72	166	59	1713	97	460	31						
	1890	48	25417	53	18812	17	226	40	1633	18	311	87						
	2978	32	24894	39	17873	15	299	98	1649	87	357	66						
	3453	32	22562	65	15467	06	230	44	1403	83	314	13						
	4207	87	24560	89	14468	74	134	14	2083	09	431	38						
	854	75	24645	51	16335	26	240	41	2493	35	292	70						
	2200	20	26429	56	18619	87	247	94	2196	08	464	10						
	3334	88	38689	59	27773	01	564	27	4197	97	1180	02						
	4714	73	37267	49	24897	67	727	62	4043	31	756	30						
	3325	48	41036	94	26645	49	1299	48	4229	39	1630	08						
	2986	00	34346	47	24289	54	611	58	1658	52	772	70						
	1970	59	29325	35	20800	57	563	80	2520	01	658	00						
	4447	13	48119	99	32458	52	1470	46	3722	72	820	59						
	1937	06	19185	62	13539	09	655	50	532	51	461	09						
	4461	31	49082	16	31617	95	862	97	6704	83	965	77						
	1811	00	29628	84	22277	57	375	61	1982	36	545	22						
	2078	58	25569	36	18705	56	332	88	1723	87	479	38						
	2235	49	28987	79	18976	26	309	47	1879	61	393	92						
	1197	21	15498	77	10286	50	144	82	790	75	521	19						
			100	00														
Total	\$91646	65	1108578	92	767456	67	15380	37	93710	84	25070	44	62440	95	964068	27	144610	65

CITIES.																		
Toronto	4961	00	25000	00	1368	37	402	16										
Hamilton	2169	50	10524	09	559	63	3968	62	613	19								
Kingston	1552	50	7453	58	1032	79	176	00	29	32								
London	1293	50	8000	00	512	90	2	22	907	01								
Ottawa	1521	50	4755	80	1861	26			55	00								
Total	\$11498	00	55733	38	5334	95	4146	84	2006	68								

4165	75	35922	29	16756	14	94	19	7630	27	1125	09	5760	51	31366	20	4556	09	
14116	13	31964	57	13118	84	1096	44	851	44			2797	95	17864	67	14099	90	
265	60	10602	79	5618	19	207	12	1799	40	1103	97	1874	11	10602	79			
5308	78	16034	41	8396	80	30	00	400	00	598	71	906	55	10332	06	3702	36	
5384	09	13622	65	6057	92	105	00	618	00	682	56	498	19	7959	70	5662	95	
Total	\$29240	85	108146	71	49947	91	1532	75	11297	11	3510	33	11837	31	78125	42	30021	29

TABLE A.—THE COMMON SCHOOLS

TOWNS.	RECEIPTS BY LOCAL SCHOOL					
	From Legislative Grants.		From Local Sources.			
	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reservoir Fund and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh.....	267 00		434 98	1001 22	07 08	12 00
Barrie.....	179 00	15 02	116 60	746 00	20 00	202 00
Belleville.....	500 50	12 00	3242 24	298 00	2 00	
Berlin.....	226 50	42 10	1711 00	54 28		177 63
Bowmanville.....	217 00	25 55	1600 00		538 11	
Brantford.....	727 00		4325 00	178 50	1193 91	645 51
Brockville.....	446 00			1660 28	45 50	1602 95
Chatham.....	485 00		3541 00	130 00	49 02	414 96
Clifton.....	103 00	42 62	850 00	42 81	134 19	69 87
Cobourg.....	538 00	112 00	2500 00	209 78	726 37	36 25
Collingwood.....	244 00	71 50	244 00	402 00		46 88
Cornwall.....	206 00		1400 00			
Dundas.....	319 50	82 04	748 40	177 00	505 25	372 25
Galt.....	319 00	30 00	3681 00			81 00
Goderich.....	315 00	189 59	2400 00			111 24
Geolph.....	465 00	84 68	1842 00	365 30	329 50	425 23
Ingersoll.....	204 80	113 20	824 08	59 00	487 26	00 00
Lindsay.....	186 50		101 00	352 08		90 00
Milton.....	104 00		1054 19		139 58	214 18
Niagara.....	242 50	35 00	995 86	57 32	74 34	128 38
Orkville.....	189 32	6 25	825 18	47 20	114 55	436 35
Owensound.....	183 00		1261 74			
Paris.....	358 00		1857 23	98 53	50 40	74 00
Perth.....	68 00		1240 35	2091 20		3407 56
Peterborough.....	379 50	39 00	2078 00	424 24	554 37	8027 92
Pictou.....	183 00		000 00	95 53	882 87	207 00
Port Hope.....	434 00		2689 58		738 41	
Prescott.....	245 50		1213 42	246 25	445 81	
Sandwich.....	106 00		564 72			57 88
Sarnia.....	199 09	18 50	215 00	771 10	412 75	
St. Catharines.....	014 00	25 02	2954 00	822 50	132 00	578 83
St. Thomas.....	174 00		800 00		425 37	87 13
Simcoe.....	182 00	88 00	2010 14			86 00
Whitby.....	292 24	179 60	2122 00	48 00	106 81	266 00
Windsor.....	275 00	16 00	2000 00			
Woodstock.....	348 00	20 00	1187 03		703 25	20 00
Total.....	10614 86	1108 58	55730 37	10031 48	8068 22	16054 00

VILLAGES.	RECEIPTS BY LOCAL SCHOOL					
	From Legislative Grants.		From Local Sources.			
	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees' Rate Bill for Fees.	Clergy Reservoir Fund and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Ashburnham.....	91 00		112 00		210 05	
Bath.....	74 00		148 01		139 77	218 80
Bradford.....	115 00		390 00	236 50	155 50	
Brampton.....	156 00	12 50	237 84			12 50
Brighton.....	280 00	6 00	1387 50	953 00		
Caledonia.....	102 00	5 60	700 00		207 43	
Cayuga.....	77 00	12 00	800 00			
Chippewa.....	126 00		702 00			19 00
Clinton.....	92 00	15 00	2207 10			20 47
Colborne.....	92 00		933 00			520 00
Dunville.....	141 00	6 00	141 00	472 50		
Elora.....	135 46	50 00	652 35	132 00		97 63
Embro.....	80 00		647 40		35 50	
Fergus.....	127 60	20 00	500 00	11 00	224 94	2 00

OF UPPER CANADA, 1861.—Continued.

AUTHORITIES.	EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.									
	Balances.	Total Receipts for all Common School purposes for 1861.	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries, including 100 per cent.	For Sites and Building School Houses.	For Repairs and Repairs of School Houses.	For School Books, Stationery, Fuel, and other expenses.	Total expenditure for all Common School purposes during 1861.	Balances unexpended.	
	81	1003 07	1178 42	15 00	101 59	162 69	111 37	1669 07	334 00	
		1278 03	995 82	97 76		62 93	52 51	1200 02	78 01	
	465 37	4610 11	3222 56	26 75		518 81	745 35	4513 47	96 64	
		2210 51	1897 08	84 20		15 03	202 88	2199 19	11 32	
	382 36	2763 02	1802 65	51 10		190 50	579 70	2624 25	138 77	
	60 19	7139 14	4998 92			419 36	1609 18	7087 46	51 68	
	23 00	3843 82	2803 79				985 23	3739 02	104 30	
	953 72	5579 70	2842 07	60 00	860 44	42 30	433 19	4258 00	1321 70	
	173 37	1415 36	832 47	85 24	62 28	22 25	135 84	1130 08	276 78	
	15 29	4127 69	2859 53	224 00		749 66	274 70	4107 89	29 30	
	426 94	1496 01	760 00	143 00		4 75	205 22	1112 97	383 04	
	142 58	1748 58	950 00	38 00		141 47	236 89	1365 86	382 72	
	11 17	2216 51	1506 62	172 98	138 34	10 00	298 11	2211 05	5 46	
	045 94	3257 94	3455 00	60 00	43 66		459 53	4028 19	1220 65	
	193 57	3209 40	1918 34	441 44		177 15	583 46	3120 89	80 01	
	334 67	4336 38	2952 50	169 36		529 97	365 87	4017 70	318 68	
	214 72	1963 08	1318 86	263 57		56 14	230 54	1869 11	93 97	
	116 00	848 13	660 00			23 47	113 63	797 10	51 03	
	145 76	1658 41	600 00		406 00	211 92	56 00	1363 82	294 50	
		1533 40	1202 35	70 00			261 05	1533 40		
	8 80	1789 30	1238 33	16 50	124 00	57 30	334 73	1670 86	118 44	
	153 31	2591 47	1084 26			105 38	213 60	1403 24	50 10	
	343 01	7215 12	1618 23		22 50	121 91	795 73	2535 27	56 20	
	324 34	9826 47	2599 66	16 00		129 52	4269 75	7037 43	177 69	
	298 66	2067 00	2908 16	78 00		338 79	6361 62	9826 47		
		3861 99	1419 35		200 00	111 09	222 25	1952 69	114 40	
	96 21	2247 19	2311 15			784 93	565 91	3861 99		
	17 80	746 40	1598 25			224 00	516 12	2138 37	108 82	
	703 71	2320 00	687 88				637 88	687 88	58 61	
	248 41	4869 76	1581 50	84 50		233 73	331 23	2230 96	90 10	
	122 85	1589 35	3995 65	70 02	300 00	238 12	247 94	4851 73	18 03	
	99 75	2415 89	1312 71			23 25	188 00	1524 86	64 49	
	142 43	3216 58	1700 00	120 00	97 50	44 62	445 56	2347 83	68 21	
	5 17	2296 17	2053 06	359 20	497 42	182 21	116 83	3208 71	7 87	
	523 79	2802 67	1826 25	40 60		178 04	118 82	2155 71	140 46	
			2086 66			95 45	580 56	2802 67		
Total.....	7880 12	110457 63	68968 02	2908 62	2898 73	6257 94	23160 25	104093 56	6364 07	

	50 88	463 89	400 00			51 30	451 30	12 49		
	7 32	587 99	481 20			19 49	65 23	565 92	22 07	
	9 28	906 28	387 00	3 98		10 84	82 78	464 60	441 68	
	403 25	822 19	700 00	25 00		6 75		781 75	90 44	
	321 33	3047 83	779 32	12 00	1823 13		258 01	2873 06	774 77	
	26 84	1041 27	803 21	10 00		35 85	133 17	982 28	50 01	
	283 33	1152 33	540 25	24 00	75 00	131 74	105 34	976 33	276 00	
	265 13	1112 13	731 98			8 22	50 86	791 06	321 07	
	233 33	2707 90	597 00	30 00	1041 50	107 07	270 41	2654 08	652 92	
	58 49	1503 49	532 00		690 45	36 78	173 60	1482 90	20 59	
	825 23	1555 73	915 66	20 13		73 47	86 94	1101 20	484 58	
	66 50	1134 04	895 64	100 00		4 01	94 10	1093 75	41 19	
	1 90	784 80	522 00		161 00	27 33	14 27	724 60	40 20	
	341 42	1226 96	928 22	79 00		36 64	81 55	1111 41	115 56	

TABLE A.—THE COMMON SCHOOLS

VILLAGES.—Continued.	RECEIPTS BY LOCAL SCHOOL					
	From Legislative Grants.		From Local Sources.			
	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries.	Municipal School Assessment.	Trustees' School Assessment.	Trustees, Rate Bill for Fees.	Clergy Reserve Fund and other sources.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Fort Erie.....	85 00		400 00	17 00	77 00	58 00
Hawkesbury.....	119 00		130 00	168 00	112 95	414 27
Hespeler.....	87 00		542 09			30 00
Holland Landing.....		10 00	550 00	108 48		153 00
Iroquois.....	53 00	16 25	53 00	143 10	67 18	
Kemptville.....	115 00		751 80			
Kincardine.....	117 00		628 52		43 00	
Merrickville.....	87 00		96 68			37 00
Mitchell.....	138 00	24 55	385 10			4 00
Morrisburgh.....	71 00		71 00	540 00	6 50	
Napanee.....	166 50	9 20	500 00	2 00	242 32	94 12
Newburgh.....	106 00	3 08	150 00	353 40		26 24
Newcastle.....	138 00		140 00	280 00	217 75	
New Hamburg.....	104 00	17 98	1100 00		2 75	
Newmarket.....	157 50	16 31	328 48	93	387 87	441 92
Oshawa.....	159 00	81 44	1000 00	191 94	420 36	5 00
Pembroke.....	51 00		419 94		111 75	5 83
Portsmouth.....	119 50	10 00	450 00	45 00	2 80	38 52
Preston.....	160 00	30 00	1400 00	84 66	23 25	215 97
Renfrew.....	65 00				152 32	106 43
Smith's Falls.....	97 00	9 00	251 50		210 24	
Southampton.....	69 00		69 00	930 26		63 25
Stirling.....	74 00	10 00	312 71		119 39	5 00
St. Mary's Blanchard.....	279 00		1600 00			81 28
Stratford.....	310 00	24 19	1600 00			12 50
Strathroy.....	75 00		307 44			18 86
Streetsville.....	127 00		339 65	127 00	206 83	90 00
Thorold.....	170 00		1300 00	100 00	521 05	62 10
Trenton.....	159 50		719 55	212 92		
Vienna.....	102 00		520 00			
Waterloo.....	139 00		1050 00			13
Welland.....	83 00	25 00	450 00		25 37	178 00
Yorkville.....	177 00	11 00	809 23		44 80	
Total.....	\$5649 06	429 50	28174 87	5109 77	3968 47	3061 71
Grand Total.....	157032 03	9145 75	278085 56	587297 16	82873 84	130375 18
1860.....	151518 14	8962 33	278693 76	556682 74	91508 14	106738 36
Increase.....	5513 89			30614 42		23636 82
Decrease.....		816 48	608 20		8634 30	

OF UPPER CANADA, 1861.—Continued.

AUTHORITIES.	EXPENDITURE BY LOCAL SCHOOL AUTHORITIES.								
	Balances.	Total Receipts for all Common School purposes during 1861.	For Teachers' Salaries.	For Maps, Apparatus, Prizes, and Libraries, including 100 per cent.	For Sites and building School Houses.	For Rents and Repairs of School Houses.	For School Books, Stationery, Fuel, and other expenses.	Total expenditure for all Common School purposes during 1861.	Balances unexpended.
		\$ 313 00					94 59		\$ 407 59
	11 41	955 43	395 05		400 00		68 94		863 99
	4 49	663 58	442 57	6 20		34 25	54 05		537 07
	2 48	853 96	657 86	21 50		38 46	101 66		819 48
	38 29	360 82	300 00	32 50		75	23 24		356 49
	11 28	878 08	717 07	30 00		87 23	32 50		866 80
	46 75	835 27	710 62	16 55		13 10	52 02		794 29
	400 82	621 48	536 66				76 72		613 38
	116 62	668 17	444 57	49 10	16 96	25 37	92 56		628 56
		688 50	568 00			38 00	58 12		664 12
		1014 14	732 37	20 07		3 07	149 66		905 17
		643 81	459 49	16 41	65 00	23 40	79 51		643 81
		775 75	400 00		295 75		30 00		775 75
	543 85	1768 58	626 00	45 78	312 00	1 25	79 05	1064 08	704 50
	3 48	1336 49	996 67	59 50		2 25	187 66	1246 28	90 21
	288 76	2146 50	1152 47	218 19		92 25	247 56	1710 47	436 03
		588 32	585 81		225 16	5 00	12 35	588 32	
	40 26	706 08	403 00	24 50	89 08		77 06	543 64	162 44
	424 16	2338 03	1409 00	61 12		135 69	156 59	1762 40	575 63
		323 75	210 72			50 00	63 03	323 75	
	58 90	626 64	470 00	18 00			79 37	567 37	59 27
		1131 51	346 50			58 27	486 81	891 58	239 93
		521 10	443 96	20 00			57 14	521 10	
	401 76	2362 04	1538 50			89 85	157 65	1786 00	576 04
	1331 63	3278 32	1413 67	51 66		145 00	455 35	2065 68	1212 64
		82 11	483 41			83 66	20 00	471 66	11 75
		43 48	932 96			4 50	42 10	897 25	35 71
	198 19	2351 34	1509 00	20 00	313 61	109 60	77 38	2029 59	321 75
	21 07	1113 04	859 85			40 87	173 30	1073 52	39 52
		622 00	517 00				81 08	598 08	23 92
	45 44	1234 57	925 00			15 05	117 08	1037 13	177 44
	35 00	796 37	665 37	50 00			26 00	731 37	55 00
	139 38	1181 41	773 78	25 00		24 04	186 83	1009 65	171 76
	7202 79	54096 17	31740 19	1083 19	5458 64	1624 11	5224 50	45130 63	8965 54
	186469 61	1381279 43	918112 80	20804 93	113365 32	36462 82	102672 01	1191417 88	189861 55
	129169 26	1324272 73	895590 69	25390 61	113607 47	53422 41	91762 57	1159773 75	164498 98
	7800 65	57006 70	22522 11			3040 41	10909 44	31644 13	25362 57
				4585 68	242 15				

TABLE B.—THE COMMON SCHOOLS OF UPPER CANADA, 1861.

COUNTIES.	PUPILS ATTENDING THE COMMON SCHOOLS.																														A 1								
	School population between 5 and 10 years of age.	Pupils between 5 and 10 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	No. of children attending School.					No. of children whose attendance is not reported.	No. of children not attending any school whatever.	Average attendance of pupils.	Number in the different branches of instruction.																							
								Less than 20 days during the year.	20 to 50 days.	50 to 100 days.	100 to 150 days.	150 to 200 days.				200 to 244 days.	Reading.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.		Geometry.	Natural Philosophy.	Vocal music.	Linear Drawing.	No. of girls learning needlework.	Other studies.		
																	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.																		
Glengarry	5163	4111	199	4310	2270	2031	108	245	550	929	1128	905	553	.....	952	2934	706	746	840	947	1006	2269	1456	1174	271	379	2427	86	63	89	42	265	236	10	12	89		
Stormont	4570	3743	262	4005	2084	1921	26	465	791	1003	853	559	313	.....	607	1403	840	666	684	734	925	1935	737	733	110	190	1940	31	28	19	.....	25	.....	.....	.....	48	
Dundas	5611	4481	353	4834	2542	2292	53	440	708	1016	944	701	505	.....	460	1923	809	864	941	980	905	2145	899	636	88	125	2327	80	26	54	13	89	30	20	6	36		
Prescott	4880	2821	189	3010	1521	1489	19	293	433	625	730	480	333	.....	116	1308	731	600	592	517	384	1389	702	486	119	309	1512	56	65	38	9	72	165	.....	13	63	
Russell	2321	1125	43	1168	612	556	.....	150	248	310	184	134	109	.....	33	737	419	299	188	180	207	177	373	161	329	43	156	541	4	8	18	.....	19	27	.....	16	60
Carleton	8309	6237	283	6520	3470	3050	76	717	1219	1623	1261	861	379	.....	460	1275	2164	1084	1119	1350	1280	1171	3202	1137	1378	355	368	3299	98	57	95	54	61	244	48	46	19	
Grenville	5707	4603	265	4868	2767	2101	51	529	931	1311	1039	675	348	.....	35	836	2018	891	953	1107	991	1173	2417	701	606	173	290	2546	33	36	66	21	15	12	.....	18	.....	
Leeds	8893	7291	728	8019	4279	3740	139	997	1589	1974	1667	1021	580	.....	191	838	2792	1265	1343	1508	1701	1781	4046	1628	1335	296	322	4289	84	59	93	43	33	30	12	2	52	
Lanark	8426	6446	353	6829	3599	3230	60	645	1378	1705	1330	989	585	.....	197	1188	2562	1193	1083	1349	1293	1384	3361	1361	1564	311	487	3558	73	48	55	62	115	353	58	21	20	
Renfrew	6067	3603	127	3730	2012	1718	52	525	809	925	655	402	194	.....	190	1879	1233	704	764	835	673	613	1612	612	607	25	162	1683	32	15	11	11	92	184	.....	7	102
Frontenac	6678	5122	364	5486	2832	2654	96	586	1113	1319	1131	798	490	.....	40	934	2515	1101	1117	1093	993	1033	2567	822	983	235	335	2570	76	18	54	27	103	254	5	55	22	
Addington	4559	3857	267	4124	2161	1963	64	546	744	1053	901	549	278	.....	53	557	1498	685	705	850	756	797	2060	801	949	175	420	2054	96	10	37	21	43	199	.....	51	.....	
Lennox	2030	1806	151	1957	1008	949	12	267	449	547	374	227	93	261	639	306	357	408	411	414	1011	403	516	52	306	910	47	26	18	15	20	
Prince Edward	4991	4435	557	4992	2724	2268	180	483	1022	1341	1106	691	349	.....	447	1844	754	900	1017	1069	1252	2861	1239	1953	842	804	2974	138	45	94	46	199	130	43	80	70		
Hastings	9639	7840	595	8435	4442	3993	52	1004	1777	2238	1678	1172	566	.....	.....	1305	3060	1781	1622	1835	1513	1491	4320	1590	2607	738	1126	4159	148	53	83	28	233	454	59	.....	98
Northumberland	9691	7866	636	8502	4555	3947	126	969	1700	2298	1753	1151	631	.....	.....	1248	2975	1734	1998	1128	1660	982	5085	2099	2846	737	452	4605	77	27	137	143	126	575	1	109	83
Durham	9315	7800	607	8407	4665	3742	113	609	1630	1996	1928	1282	894	.....	68	883	2965	1363	1584	1931	1697	1567	4020	1651	2817	1290	947	4819	126	61	146	64	202	873	57	110	86	
Peterborough	5846	4215	256	4471	2426	2045	36	458	854	1125	959	607	468	1049	1625	778	897	966	885	800	2118	909	1173	391	410	2358	86	37	52	24	105	249
Victoria	6064	4685	295	4980	2697	2283	32	609	1101	1270	970	648	360	.....	22	894	1775	972	1042	995	917	754	2272	868	1094	297	431	2230	16	3	51	33	42	122	1	20	56	
Ontario	10634	9132	777	9909	5412	4497	86	1036	1913	2454	1954	1546	942	.....	64	857	3785	1837	1825	2026	1714	2156	5703	2385	3590	1337	1470	5632	248	116	232	132	482	705	17	54	282	
York	15461	12216	881	13097	7293	5804	310	1354	2506	3238	2571	2052	1279	.....	97	1590	4996	2504	2487	2671	2415	2471	7610	4036	5006	2451	1948	7342	249	178	441	184	677	1705	72	226	173	
Peel	7381	5818	554	6372	3681	2691	124	635	1344	1538	1290	999	566	.....	.....	918	2378	1248	1212	1423	1218	1283	3749	1660	2372	878	707	3547	166	121	139	58	124	487	72	.....	35
Simcoe	11430	9445	528	9973	5888	4585	52	1235	2147	2459	1824	1281	752	.....	275	1698	3541	2081	2048	2245	1842	1361	5237	2305	3134	744	875	5239	91	83	120	54	177	353	3	103	209	
Halton	5471	4349	355	4704	2541	2163	123	339	855	1099	923	739	459	.....	290	747	1826	653	799	935	896	1080	3057	1604	2019	600	742	3043	165	106	194	136	219	408	108	113	147	
Wentworth	7836	5882	520	6402	3524	2878	193	531	1207	1612	1302	981	754	.....	15	816	2455	1022	1103	1167	1179	1293	3639	1591	1986	635	614	3824	88	40	132	56	166	503	29	54	120	
Brant	5578	4581	416	4997	2593	2404	149	502	904	1244	1007	718	477	.....	145	476	2024	872	863	958	974	1146	2931	1489	1965	702	707	2986	143	55	180	70	166	608	65	110	94	
Lincoln	5573	4333	453	4786	2647	2139	146	549	971	1268	859	643	264	.....	232	839	1593	810	901	875	773	1042	2279	1010	1367	481	682	2427	125	41	153	44	212	147	70	10	150	
Welland	5290	4263	443	4706	2632	2074	88	586	975	1325	896	510	253	.....	161	852	1720	780	843	940	803	911	2909	1168	1708	413	560	2332	201	59	164	40	183	369	30	14	48	
Haldimand	6048	5026	427	5453	2959	2494	40	584	1055	1430	1111	893	400	.....	648	2025	931	1044	1162	1023	937	2719	1213	1476	593	387	2813	80	23	96	39	64	254	26	80	13		
Norfolk	7551	6584	651	7235	3863	3372	122	813	1544	1899	1282	820	290	.....	587	2217	1403	1290	1303	1266	1493	3878	1507	2159	609	888	3583	118	31	133	48	326	811	.....	19	72	
Oxford	11013	9406	817	10223	5631	4592	144	1228	1776	2357	1884	1584	1013	.....	381	1015	3896	1599	1665	2074	1900	2217	5743	2753	3830	1597	1112	5423	249	146	270	121	477	1084	285	95	250	
Waterloo	8846	7518	301	7819	4352	3467	.....	743	1516	2078	1568	1083	713	.....	118	1197	2791	1958	1724	1469	1057	1026	4315	1615	2312	829	572	4272	94	84	99	70	202	1124	168	66	270
Wellington	11920	11115	597	11712	5894	5818	130	1166	2343	2769	2124	1441	856	.....	13	1348	3865	2027	2251	2130	1880	1685	5430	2480	3493	1175	934	5200	99	109	122	75	235	609	69	95	300	
Grey	10880	8609	418	9027	4981	4046	36	1334	2039	2345	1563	983	558	.....	205	1896	2760	2042	1989	2183	1415	1151	4298	1730	1951	675	407	4365	71	26	45	27	111	436	97	3	80	
Perth	9111	7492	319	7811	4219	3592	15	807	1531	2010	1611	1007	479	.....	366	2814	1687	1548	1588	1244	1395	3888	2128	2213	875	730	3778	122	79	84	71	75	601	9	9	33		
Huron	13621	11049	540	11589	6236	5353	15	1226	2395	2990	2157	1612	815	.....	394	2236	2324	2336	2618	2244	1598	5933	2598	3912	1572	881	5984	87	92	140	109	283	856	31	12	91		
Bruce	6214	5214	241	5455	2959	2496	16	962	1346	1520	870	407	148	.....	202	936	1550	1282	1158	1170	924	547	2293	925	131													

TABLE B.—Continued.—THE COMMON SCHOOLS OF UPPER CANADA, 1861.

CITIES.	School population between 5 and 10 years of age.	Pupils between 5 and 10 years of age.	Pupils of other ages.	Total No. of pupils of all ages attending school.	Boys.	Girls.	Indigent pupils.	Number of children attending School.					No. of children whose attendance is not reported.	No. of children not attending any school whatever.	Average attendance of pupils.	Number in the different branches of instruction.																						
								Less than 20 days during the year.	20 to 60 days.	60 to 100 days.	100 to 150 days.	150 to 200 days.				200 to 244 days.	Reading.					Arithmetic.	Grammar.	General Geography.	Canadian Geography.	History.	Writing.	Book-keeping.	Mensuration.	Algebra.	Geometry.	Natural Philosophy.	Vocal music.	Linear drawing.	No. of girls learning needlework.	Other studies.		
																	1st class (lowest).	2nd class.	3rd class.	4th class.	5th class.																	
Toronto	11505	7024	34	7058	3694	3364	.....	600	1248	1937	1408	1045	730	.....	2777	3057	1261	1318	1163	647	524	4685	2706	4851	2469	2279	3226	100	166	220	157	191	2631	293	1557	223	
Hamilton	4200	3937	26	3963	2108	1855	106	105	562	1050	803	963	480	.....	200	2071	1104	1474	666	546	137	3639	1540	4057	2364	661	3577	115	57	80	68	87	1636	900	582	3063	
Kingston	3600	2482	22	2504	1373	1131	475	39	287	418	532	582	646	.....	.....	1403	588	594	569	376	415	1531	1096	1254	1311	480	1691	48	112	78	62	169	887	359	393	197	
London	2666	2793	127	2920	1513	1407	.....	238	315	336	447	418	1166	.....	.....	1444	776	577	751	425	301	2285	1975	2681	1600	821	2239	56	126	324	59	164	233	320	472	250	
Ottawa	3750	3200	29	3319	1753	1586	.....	467	535	689	604	599	425	.....	.....	1295	1020	825	697	337	539	1647	1114	1118	1118	922	1593	93	36	111	73	47	85	.....	.....	23	
Total	25811	19526	238	19764	10421	9343	581	1530	2947	4430	3794	3607	3447	.....	2977	9270	4749	4788	3846	2331	2006	13787	8431	13911	8862	5163	12326	421	497	822	419	658	5472	1870	3004	4566	
TOWNS.																																						
Amherstburgh	650	539	18	557	322	235	.....	41	65	114	113	135	31	58	77	190	104	92	141	124	96	385	279	348	184	125	356	55	45	55	38	82	.....	.....	23	40	
Barrie	480	375	11	386	214	172	.....	52	63	114	58	56	43	.....	28	176	103	78	81	69	55	285	178	174	77	50	246	32	14	10	23	45	24	.....	.....	30	154
Bellefontaine	1500	1440	20	1460	788	672	50	136	198	274	298	272	278	4	.....	771	428	285	293	225	230	1134	645	124	263	233	1065	33	6	8	2	113	70	151	30	154	
Berlin	521	508	10	578	320	258	16	25	96	74	88	96	201	.....	10	270	139	121	110	51	48	370	189	504	314	155	348	18	14	18	17	45	478	140	70	65	
Bowmanville	400	300	.....	300	178	122	43	10	70	40	20	85	75	.....	100	190	25	40	88	77	35	250	200	200	200	110	280	4	.....	.....	.....	.....	.....	70	8	70	65
Brantford	1947	1933	33	2016	1069	947	238	196	442	758	325	225	64	6	.....	726	541	447	602	175	251	1430	824	1430	495	816	1430	102	102	260	.....	.....	1301	1301	157	125	
Brockville	1105	902	9	911	451	460	35	86	126	242	195	145	117	.....	30	399	243	202	129	192	145	631	314	606	517	145	582	12	61	125	12	61	127	.....	.....	157	125
Chatham	1000	826	35	861	437	424	20	58	200	192	152	158	101	.....	.....	441	114	120	121	137	78	316	240	218	155	55	311	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clifton	245	212	6	218	119	99	27	21	33	37	32	17	23	55	.....	102	58	54	35	46	44	130	105	104	36	41	128	10	5	10	3	36	25	5	7	2	
Cobourg	1100	796	9	805	533	272	115	82	113	163	187	124	136	.....	.....	373	127	165	214	153	141	529	243	336	85	179	546	45	4	16	3	96	.....	.....	44	36	
Collingwood	625	359	14	373	210	163	.....	76	66	90	71	46	24	.....	.....	120	83	103	40	50	51	230	137	208	.....	.....	.....	5	.....	5	2	22	.....	.....	.....	.....	58
Cornwall	600	394	22	416	230	156	.....	38	87	128	61	67	35	.....	.....	180	38	70	81	90	89	308	285	283	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dundas	700	485	4	489	242	247	83	22	67	129	142	91	38	.....	48	193	94	148	65	83	99	352	269	288	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Galt	876	581	3	584	306	278	.....	7	18	35	72	98	354	.....	.....	454	63	67	72	147	135	584	317	317	267	79	426	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Goderich	770	680	5	685	357	328	.....	56	116	167	150	140	56	.....	.....	312	215	180	122	93	75	471	290	290	168	75	471	20	.....	.....	.....	.....	.....	.....	.....	.....	.....
Guelph	1084	909	33	942	520	422	40	130	222	271	153	125	41	.....	.....	338	104	174	134	206	44	610	444	454	47	242	614	14	9	10	8	58	260	7	156	94	
Ingersoll	614	351	15	366	191	175	30	30	109	111	66	46	4	.....	25	168	52	66	94	76	79	394	185	220	143	122	287	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lindsay	600	329	6	335	186	149	.....	22	36	52	90	109	26	.....	.....	166	71	80	92	64	28	202	70	85	1	63	186	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Milton	290	167	7	114	73	41	14	5	12	23	30	35	9	.....	46	45	11	14	12	22	26	70	04	56	14	60	70	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Niagara	697	390	10	400	209	191	27	44	77	89	83	56	51	.....	20	220	83	90	86	65	76	220	163	163	85	85	210	24	10	.....	.....	.....	.....	.....	.....	.....	.....
Oakville	363	392	21	413	230	183	.....	37	61	122	80	64	49	.....	.....	180	89	82	76	107	59	262	198	248	220	220	255	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Owen Sound	517	402	5	407	200	207	.....	32	71	137	85	77	5	.....	110	180	107	133	81	55	31	294	291	291	91	167	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Paris	566	609	10	619	341	278	8	29	63	194	193	122	18	.....	.....	279	218	128	138	99	36	571	266	529	122	142	303	16	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perth	700	528	10	538	260	278	.....	16	29	90	80	227	96	.....	.....	302	106	154	87	86	27	401	204	381	296	164	304	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Peterborough	888	711	1	712	410	302	43	35	75	128	203	144	127	.....	20	420	168	196	159	147	111	494	424	490	111	196	465	19	41	43	5	.....	.....	.....	.....	.....	.....
Pictou	470	471	18	489	277	212	8	.....	11	9	16	19	27	407	.....	151	98	136	147	97	11	268	217	189	136	45	160	6	2	2	3	.....	.....	.....	.....	.....	.....
Port Hope	1078	793	35	828	543	285	62	16	100	122	177	169	244	525	111	106	192	162	169	556	564	224	126	245	499	52	40	120	35	70
Prescott	600	409	8	417	243	174	51	35	66	90	106	112	8	.....	50	179	10	60	34	73	98	294	154	132	76	56	270	8	2	7	5	.....	.....	.....	.....	.....	.....
Sandwich	285	200	.....	200	124	76	.....	24	57	33	31	54	1	.....	85	76	42	26	49	50	27	98	50	69	10	11	98	2	4	4	2	.....	.....	.....	.....	.....	.....
Sarnia	478	380	3	383	236	147	25	51	81	102	62	71	16	.....	60	162	133	60	50	40	218	230	215	215	80	218	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
St. Catharines	1498	1161	29	1189	715	474	280	36	69	153	200	320	212	199	50	663	343	292	284	140	117	683	395	365	183	65	647	23	4	14	10	81	207	.....	21	6	
St. Thomas	463	347	25	372	210	162	18	12	32	87	133	51	57	.....	50	195	49	64	68	71	120	324	274	315	311	214	284	14	17	56	10	61	73	7	.....	13	
Simcoe	416	438	28	466	274	192	.....	26	52	128	118	110	32	.....	.....	264	105	85	97	92	117	361	276	269	92	209	180	48	15	96	12	96	370	9	.....	77	
Whitby	720	677	58	735	409	326	10	24	114	136	217	130	104	10	.....	367	169	115	151	147	173	511	254	262	120	108	534	40	5	23	34	47	434	133	156	77	
Windsor	700	480	11	491	265	226	.....	54	117	134	110	67	9	.....	.....	198	149	106	113	70	56	224	136	143	12	65	253	6	8	1	3	4	16	15	.....	.....

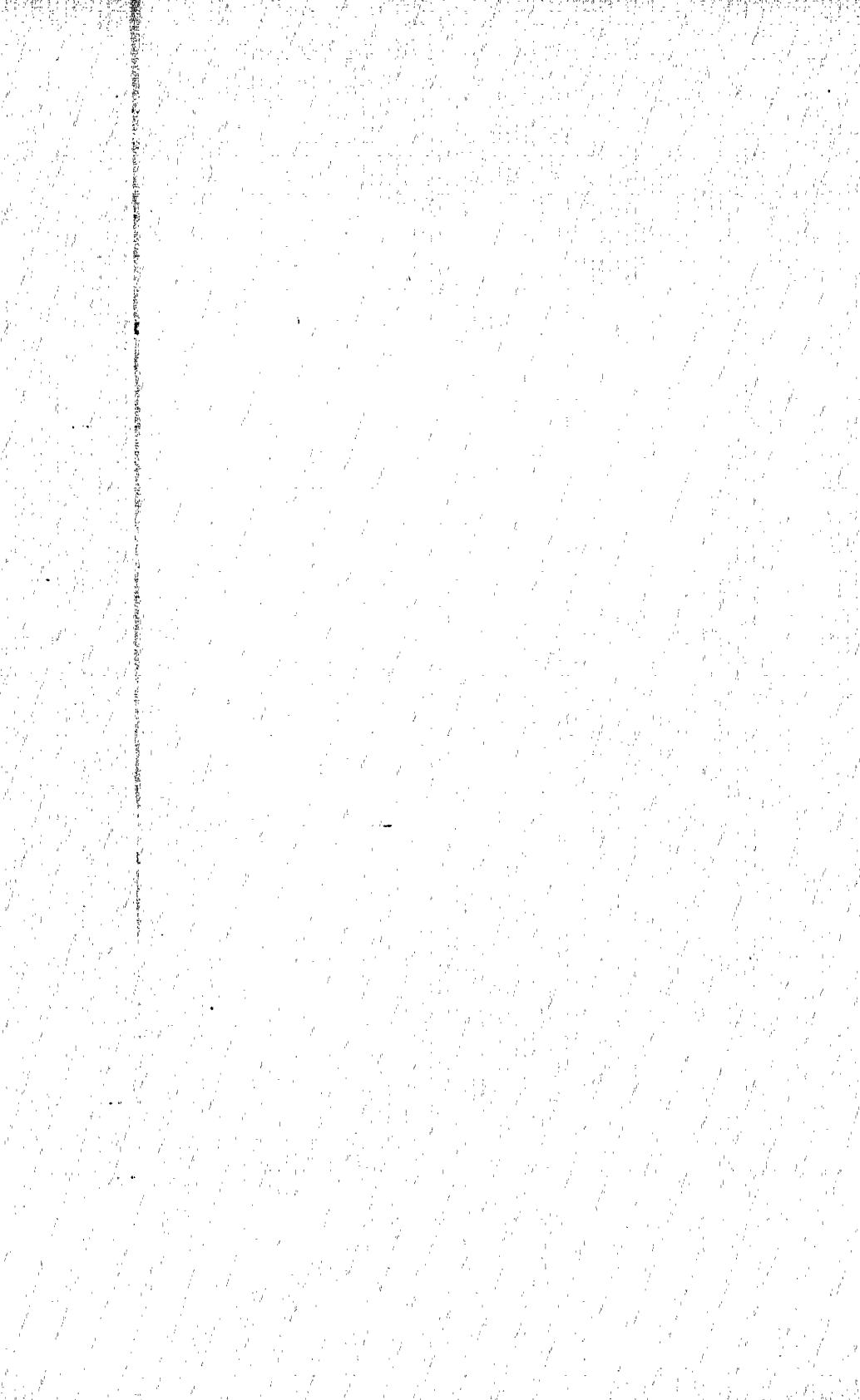


TABLE C.

The Common Schools of Upper Canada, 1861.

TABLE C.—THE COMMON SCHOOLS

COUNTIES.	Total.			Religious Denominations.												
	Common School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other persuasions.	Not reported.
Glengarry.....	70	37	33	1	18	48										
Stormont.....	66	28	40	9	13	27	9	2	2							
Dundas.....	72	41	31	4	8	22	28	2	2							
Prescott.....	58	19	39	4	20	16	11	5	5							
Russell.....	21	10	11	4	4	5	4									
Carleton.....	104	79	25	33	21	23	22	3	3							
Grenville.....	81	36	45	16	11	18	32	2	2							
Leeds.....	154	88	66	39	11	20	66	7	7							
Lennox.....	117	69	48	15	11	50	20	10	6							
Renfrew.....	71	53	18	12	18	22	10	2	2							
Frontenac.....	98	52	46	20	20	14	41									
Addington.....	71	41	30	8	3	11	42	1								
Lennox.....	40	17	23	6	1	4	29									
Prince Edward.....	81	57	24	7	4	12	44									
Hastings.....	130	96	34	22	17	12	67	1	4							
Northumberland.....	114	82	32	13	5	24	57	7	7							
Darham.....	97	81	16	32		26	35	1								
Peterborough.....	58	51	7	6	17	14	16	3	3							
Victoria.....	76	57	19	11	14	23	14	5	3							
Ontario.....	103	95	8	13	5	45	32	2	2							
York.....	140	121	19	29	6	41	45	4	4							
Peel.....	76	69	7	12	4	34	22	1	1							
Simcoe.....	135	116	19	53	14	31	24	2	2							
Halton.....	56	45	11	11		27	15									
Wentworth.....	74	57	17	5	3	25	24	5	5							
Brant.....	02	47	15	5	1	16	25	7	5							
Lincoln.....	75	59	16	15	2	19	29	7	7							
Welland.....	75	52	23	11		18	31	6	6							
Haldimand.....	78	55	23	18	3	19	32	4								
Norfolk.....	104	71	33	13	2	15	34	26								
Oxford.....	105	91	14	16	5	46	22	12	1							
Waterloo.....	88	82	6	7	11	25	15	2								
Wellington.....	111	97	14	14	17	51	22	1								
Grey.....	144	118	26	24	9	70	28									
Perth.....	86	81	5	12	10	25	20	3	2							
Huron.....	140	126	14	27	10	45	39	7								
Bruce.....	91	84	7	10	6	47	17	7								
Middlesex.....	156	126	30	33	4	57	41	14	3							
Elgin.....	101	70	31	7	1	21	32	18	3							
Kent.....	95	56	39	11	7	26	28	12	4							
Lambton.....	90	82	8	18	1	30	19	9	6							
Essex.....	66	42	24	12	21	8	18	3	1							
Total.....	3830	2812	1018	638	355	1129	1160	209	58	28	28	30	74	53	70	8

CITIES.			Religious Denominations.													
Common School Teachers.	Male.	Female.	Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other persuasions.	Not reported.	
Toronto.....	61	20	41	13	23	7	12	5	1							
Hamilton.....	37	7	30	6	7	10	11		3							
Kingston.....	25	13	12	8	9	2	4									
London.....	24	7	17	6	4	5	5	1	3							
Ottawa.....	22	12	10	4	10	4	3									
Total.....	169	59	110	37	53	28	35	6	7							8

OF UPPER CANADA, 1861.

TEACHERS.	Certificates.										No. of Teachers who attended Normal School without obtaining Certificates.	Number of Schools in which Teacher was changed during the year.	No. of schools having more than one teacher.	Annual Salaries.										
	Normal School.		County Board.			Unclassified.	Unqualified.	Certificates annulled.	Highest salary paid.	Lowest salary paid Teacher.				Average.										
	1st Class.	2nd Class.	1st Class.	2nd Class.	3rd Class.									Male Teacher with board.	Male Teacher without board.	Female Teacher with board.	Female Teacher without board.							
68	1		20	38		2					1	2	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
65			4	51	10	1						11	360	00	136	00	161	00	199	00	83	00	118	00
71	1	2	9	57	2	1						7	338	00	108	00	156	00	249	00	101	00	144	00
58	1	1	9	37	10							10	400	00	200	00	140	00	233	00	90	00	125	00
20	1	1	1	11	6	1						5	348	00	120	00			151	00			145	00
104	2	6	32	61	3							1	400	00	60	00	93	00	218	00			142	00
81	1	1	8	52	19							14	307	00	104	00	193	00	288	00	112	00	127	00
150		3	21	110	16	4						62	360	00	96	00	172	00	249	00	101	00	155	00
117	1	4	19	62	31							5	480	00	100	00	128	00	182	00	112	00	134	00
70		2	2	51	15	1						8	369	00	152	00			203	00			161	00
93	1		12	56	24	5						19	400	00	124	00	124	00	210	00	109	00	146	00
70		2	14	54		1						2	400	00	108	00	146	00	239	00	111	00	150	00
39	3	1	7	24	4							28	340	00	144	00	159	00	249	00	140	00	127	00
81	1	5	10	42	23							6	57	1	500	00	120	00	200	00	298	00	121	00
127	2	5	25	27	68	3						66	420	00	144	00	188	00	251	00	118	00	181	00
114		1	9	65	39							31	400	00	180	00	160	00	236	00	128	00	168	00
98	8	8	17	53	10	1						2	450	00	141	00			301	00			204	00
58	2	2	9	39	6							2	630	00	178	00			237	00			162	00
75	2	3	15	37	18	1						12	400	00	144	00	275	00	229	00			158	00
100	4	6	39	46	5	3						1	675	00	120	00			305	00			203	00
138	11	15	53	53	6	2						8	500	00	200	00			349	00			196	00
76	6	12	21	32	5							10	440	00	220	00			310	00			200	00
134	5	9	22	67	31	1						9	500	00	180	00			260	00			197	00
56	4	4	28	20	8							6	460	00	216	00			319	00			187	00
73	5	6	20	32	10	1						8	400	00	210	00	337	00	327	00			214	00
60	8	4	19	28	1	2						21	490	00	160	00			350	00			195	00
43		4	15	50	5	1						43	500	00	192	00	210	00	269	00	130	00	170	00
73	1	7	33	26	6	2						32	413	00	167	00	209	00	233	00	158	00	191	00
78	2	4																						

TABLE C.—COMMON SCHOOLS

COMMON SCHOOL

TOWNS.	Total.		Religious Denominations.												
	Common School Teachers.		Church of England.	Church of Rome.	Presbyterian.	Methodist.	Baptist.	Congregationalist.	Lutheran.	Quaker.	Christian and Disciple.	Reported as Protestant.	Unitarian.	Other persuasions.	Not reported.
Amherstburgh	5	3	1	2	1	1									
Barrie	4	1	1	2	1	1									
Belleville	12	6	4	3	2	4									
Berlin	6	4	1	1	3	1									1
Bowmanville	6	2	2	1	1	1									
Brantford	14	12	3	3	1	6					1				
Brockville	9	4	4	1	1	1									
Chatham	3	4	1	1	1	1									
Clifton	3	2	1	1	1	1									
Cobourg	6	5	1	1	2	2									
Collingwood	3	1	1	1	1	1									
Cornwall	4	2	2	1	1	1									
Dundas	5	2	3	1	2	1									
Galt	8	4	4	1	6	1									
Goderich	6	3	3	2	4	1									
Guelph	6	3	3	1	3	1									
Ingersoll	4	2	2	1	1	1									
Lindsay	2	2	1	1	1	1									
Milton	2	1	1	1	2	1									
Niagara	5	1	4	1	2	2									
Oakville	5	1	4	1	2	2									
Owensound	4	1	3	1	2	2									
Paris	7	6	6	1	4	4									
Pertb.	9	3	6	1	2	1									
Peterborough	11	6	5	2	4	1									
Picton	5	3	2	1	1	1									9
Port Hope	8	4	4	1	2	1									
Prescott	5	2	3	1	2	1									
Sandwich	3	1	2	1	1	1									
Sarnia	4	3	1	1	4	1									
St. Catharines	13	4	9	5	4	1									
St. Thomas	5	2	3	1	3	1									
Simcoe	3	3	5	1	5	1									
Whitby	6	4	2	3	1	1									
Windsor	5	3	2	2	1	1									
Woodstock	8	2	6	1	5	1									
Total	226	97	129	32	49	64	47	6	11	1	1	2	3		10

VILLAGES.

Ashburnham	1	1													
Bath	1	1													
Bradford	1	1		1											
Brampton	2	2													
Brighton	3	1	2		1	1									
Caledonia	3	2	1		2	1									
Cayuga	2	1	1		1	1									
Chippewa	2	1	1			1									
Clinton	2	1	1			1									
Colborne	2	1	1		1	1									
Dannville	3	1	2		1	1									
Elora	3	1	2		1	1									

OF UPPER CANADA, 1861.—Continued.

TEACHERS.

Total holding Certificates.	Certificates.					No. of pupils who attended Normal School without obtaining Certificates.	Number of Schools in which Teacher was changed during the year.	No. of Schools having more than one teacher.	Annual Salaries.						
	1st Class.	2nd Class.	County Board.						Highest salary paid.	Lowest salary paid Male Teacher.	Average.				
	1st Class.	2nd Class.	1st Class.	2nd Class.	3rd Class.	Unclassified.	Unqualified.	Certificates annulled.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	
4			3	1					450 00	300 00	353 00	350 00	350 00		
1			1						500 00	500 00	500 00	500 00	220 00		
7	1		3	2	1	5			700 00	360 00	487 00	200 00	200 00		
5	1		3	2	1	1			500 00	320 00	410 00	290 00	290 00		
14	3	2	3	3	1	1			600 00	400 00	450 00	289 00	289 00		
8	3	1	4	4		1			600 00	420 00	480 00	215 00	215 00		
2	1		2	1					500 00	400 00	434 00	255 00	255 00		
2			2	2					500 00	500 00	500 00	200 00	200 00		
6	2	1	3	1		1			500 00	500 00	500 00	500 00	500 00		
3			1	1					360 00	360 00	360 00	200 00	200 00		
4	1	1	1	1					500 00	300 00	400 00	150 00	150 00		
5	2	2	2	2	1				400 00	400 00	400 00	267 00	267 00		
7	2	1	2	2	1	1			900 00	360 00	535 00	270 00	270 00		
6	1	1	2	1					550 00	360 00	450 00	254 00	254 00		
5			2	2		3			500 00	460 00	474 00	254 00	254 00		
4		1	3						300 00	300 00	300 00	230 00	230 00		
1				1		1			500 00	400 00	450 00				
2			1	1					400 00	400 00	400 00	200 00	200 00		
2			2	1					500 00	500 00	500 00	175 00	175 00		
2	2		2	2		2			600 00	600 00	600 00	300 00	300 00		
4	2	1			1				468 00	468 00	468 00	197 00	197 00		
5	1	1	4	2	1	2			500 00	500 00	500 00	230 00	230 00		
9		4	3	2	1				800 00	300 00	534 00	163 00	163 00		
7	2		3	2	1	4			800 00	360 00	500 00	257 00	257 00		
5	2	1	3	3					600 00	300 00	330 00	130 00	130 00		
8	2	1	3	2	1				440 00	230 00	337 00	255 00	255 00		
5			3	2					600 00	600 00	600 00	187 00	187 00		
3			1	2					400 00	400 00		385 00	385 00		
4	2		1	1		1			500 00	400 00	450 00	218 00	218 00		
8	2		3	1	2	5			600 00	400 00	500 00	254 00	254 00		
4	1	1	1	1		1			500 00	500 00	500 00	225 00	225 00		
5	1		4	1		2			500 00	500 00	500 00	220 00	220 00		
5	2		2	1		1			530 00	300 00	391 00	275 00	275 00		
5	2		2	1					450 00	400 00	434 00	300 00	300 00		
8	2		2	4					500 00	500 00	500 00	195 00	195 00		
188	39	19	84	37	9	30	8		8	33	53	900 00	300 00	459 00	245 00

1				1					400 00	400 00	400 00		
1				1					400 00	400 00	400 00		
1				1					400 00	400 00	400 00		
2	1			1					400 00	300 00	350 00		
3	1		1	1					480 00	480 00	480 00	198 00	198 00
3		1		2	1				500 00	250 00	325 00	200 00	200 00
2				2					400 00	500 00	500 00	220 00	220 00
2				2					450 00	450 00	450 00	300 00	300 00
2	1			1					500 00	500 00	500 00	240 00	240 00
2				2					300 00	300 00	300 00	132 00	132 00
3				2	1				400 00	400 00	400 00	250 00	250 00
3	2			1					450 00	450 00	450 00	220 00	220 00

TABLE D.—THE COMMON SCHOOLS OF UPPER CANADA, 1861.

COUNTIES.	SCHOOLS.							SCHOOL HOUSES.										SCHOOL VISITS.										LECTURES.			TIME OPEN.									
	No. of School Sections.	No. of Schools open.	No. of Schools closed or not reported.	No. of Free Schools.	No. of Schools partly free.	No. of Schools at 25 cts. or less per month.	Total No. of School Houses.	Kind.					Title.				Built during the year.						Total.	Local Superintendents.	Clergymen.	Municipal Councillors.	Magistrates.	Judges and Members of Parliament.	Trustees.	Other persons.	Number of Examinations.	No. of Schools distributing Prizes.	No. of Schools holding recitations.	Total.	Local Superintendents.	Other persons.	Number of Schools whose time is reported.	Total number of months and days open.	Average number of months and days open.	
								Brick.	Stone.	Frame.	Log.	Not reported.	Freehold.	Leased.	Rented.	Not reported.	Brick.	Stone.	Frame.	Log.	Not reported.	Total.																		Brick.
Glengarry	75	70	5	39	31		71	7		7	57		57	6	8		1		1	3		5	667	118	51	16	17		286	179	51	9	10	79	66	13	66	749 19	11 09	
Stormont	68	66	2	58	58		66	9	3	13	40	1	57	7	2		1		2	3		6	677	110	42	10	11	11	270	223	118	7	33	35	35	65	692 15	10 19		
Dundas	72	72		59	13		72	2	9	14	46	1	65	6		1							803	144	44	14	14	1	306	280	120	16	31	61	61	72	740 18	10 12		
Prescott	59	58	1	56	2		58	4	2	9	43		50	4	3	1	1					1	555	119	48	14	10		756	103	78	3	9	33		33	57	656 09	11 15	
Russell	27	21	6	20	1		21		1	4	16		17	1		3							171	35	15	7		53	54	33	2	2			21	226 13	10 23			
Carleton	105	104	1	82	22		105		3	11	90	1	83	11	2	9						2	1087	244	79	26	32	11	401	294	186	9	20	159	155	4	103	1168 16	11 10	
Greenville	81	81		52	29		81		30	5	46		77	3	1		1					1	654	168	50	21	22	3	316	74	150	2	12	39	39		81	890 18	10 29	
Leeds	152	152		70	82		153	17	58	27	48	3	139	3	5	6	2	1	2			5	2018	294	137	62	132	15	798	580	250	23	42	200	172	28	154	1588 10	10 09	
Lanark	125	115	10	85	30		119		8	16	95		105	5	1	8						1	1347	206	95	39	79	25	427	476	229	12	36	36	33	3	118	1359 13	11 15	
Reefrow	74	71	3	54	17		71		8	02	1		64	2	3	2	1		1	4		6	601	138	76	26	18	4	232	107	164	6	22	57	52	5	69	750 13	10 26	
Frontenac	105	97	8	71	11	15	100	2	21	28	47	2	93	2	2	3	1	1				4	1217	187	84	25	23	34	470	395	153	23	28	55	47	8	97	981 16	10 05	
Lennox	40	40		26	11		40		36	4			37	2					2			2	458	60	22	20	36		130	190	69	1	20	40	37	3	40	365 02	9 04	
Addington	74	71	3	38	33		72	3	8	38	22	1	59	10		3							1087	206	57	36	43	10	362	373	77	6	28	38	32	6	70	682 03	9 22	
Prince Edward	81	79	2	56	43		82	5	20	52	5		65	11	6		1	7				8	1515	254	37	21	49	3	414	746	121	14	26	55	54	1	80	801 27	10 01	
Hastings	147	130	17	111	19		131	8	9	64	47	3	111	9	5	6		1		4		5	2392	318	150	55	70	5	692	1102	202	18	42	121	110	11	126	1226 19	9 22	
Northumberland	116	114	2	85	29		114	5	12	76	21		108	6			2					2	2235	244	139	50	75		645	1182	172	30	43	9	7	2	114	1237 07	10 28	
Durham	95	95		64	31		95	29	1	36	29		89	6			10					18	1557	139	93	49	60	18	597	592	188	19	31	35	31	4	93	1080 00	11 18	
Peterborough	59	56	3	41	15		56	3	3	25	25		52	3	1							4	747	114	65	70	49	8	230	211	68	3	16	41	36	5	53	586 24	11 02	
Victoria	79	76	3	71	5		77	2	2	13	60		63	4	1	9						5	830	99	72	22	33	6	246	342	88	15	20	20	17	3	75	768 07	10 07	
Ontario	102	102		71	31		102	17		52	33		84	14	1	3		1				3	1830	186	130	36	38	5	564	871	201	23	41	85	77	8	102	1191 29	11 12	
York	126	126		79	57		137	34	7	77	24	1	101	24	9	3	4					10	3119	306	161	63	29	7	747	1804	299	40	45	131	110	21	134	1534 00	11 13	
Peel	77	76	1	50	26		76	16	3	41	15	1	63	6	4	3	3	1	5			9	1046	156	84	20	16	3	373	392	201	36	40	48	48		76	879 16	11 17	
Simcoe	136	133	3	115	18		134	2	1	55	76		112	13	7	2						7	1409	234	145	75	74	6	460	415	274	36	34	34	32	2	127	1471 29	11 18	
Hilton	59	54	5	17	57		55	11	4	28	11	1	43	10		2						1	1102	121	54	27	65	2	280	558	102	9	25	45	43	2	52	605 12	11 19	
Wentworth	73	73		23	50		73	8	6	46	13		49	21		3	1	1	3			5	1262	176	75	21	27	10	345	608	138	24	37	84	76	8	73	833 10	11 12	
Brant	62	61	1	27	34		61	5	2	49	4	1	57	5	1								5	1077	135	83	22	20	2	281	534	117	13	28	61	58	3	61	662 10	10 25
Lincoln	76	73	3	29	37	7	73	13	5	52	2	1	59	13								1	1363	120	41	37	39	1	358	767	117	27	34	50	41	9	73	711 90	9 22	
Welland	74	74		33	41		74	18	4	47	5		49	25								4	1445	203	51	26	31	1	377	756	132	25	27	88	77	11	73	678 04	9 09	
Haldimand	78	76	2	47	20		76	7	2	47	20		63	13								4	1397	247	141	39	39	3	646	282	208	19	35	102	98	4	76	787 02	10 10	
Norfolk	105	103	2	76	21	6	103	9	1	80	11	2	61	34	3	5		1	4			5	1444	209	91	26	59	6	396	650	135	43	39	60	56	4	94	904 21	9 18	
Oxford	108	105	3	74	31		105	16	2	73	14		86	13								2	1716	179	138	42	45		569	744	199	30	61	54	43	11	106	1188 16	11 06	
Waterloo	89	87	2	67	20		92	25	17	20	27	3	88		1	3	1					4	1623	178	133	124	26	1	544	617	187	35	33	93	87	6	82	871 02	10 18	
Wellington	122	110	12	90	20		112	9	14	38	51		102	6	4		4	1	2	4		11	1535	202	122	54	60		528	559	237	41	54	66	64	2	100	1169 12	11 20	
Grey	153	144	9	140	4		145	1	3	23	118		130	9	6		1		3	3		7	1702	205	167	85	74	2	640	559	243	27	59	88	75	13	138	1494 28	10 25	
Perth	87	86	1	81	5		86	12	4	12	58		74	8	2	2	1					5	950	154	92	45	33		358	268	180	31	35	71	71		81	912 14	11 07	
Huron	141	140	1	132	7		141	10		24	107		123	11	3	4						7	1734	259	159	55	63	6	627	564	345	30	98	223	204	19	138	1601 09	11 17	
Bruce	96	91	5	91			91		6	84	1		63	18	2	8							978	187	92	21	15	1	364	298	206	11	82	66	61	5				

TABLE E.—THE COMMON SCHOOLS OF UPPER CANADA, 1861.

Table with columns for Counties, Number of Schools reported, Schools opened and closed with prayer, Schools using the Bible or Testament, Readers, Spelling Books, Arithmetics, Grammars, Geographies, Histories, Book-keeping, Mensuration, Algebra, Geometry, Other Books, and Apparatus. Includes a 'Total' row at the bottom.

TABLE F.

The Roman Catholic Separate Schools of Upper
Canada, 1861.

TABLE F.—THE ROMAN CATHOLIC SEPARATE

MUNICIPALITIES.	No. of Separate Schools.	RECEIPTS.					EXPENDITURES.			PUPILS AND TIME.					
		Amount of the Leg. Grant paid, including amt's for provisions yrs. paid in '61.		Leg. appropriation for maps, apparatus, prizes, & libraries.		Amount raised from school rate on supporters.	Amount subscribed by supporters, and other sources.		Total amount received.	Amount paid to teachers.	Am't paid for maps, apparatus, prizes, and libraries.	Am't paid for other purposes.	No. of pupils.	No. of months open.	No. of teachers.
		\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.			
Westminster,	13	15 50		40 00	15 00	73 50	68 00		7 50			44	6	1	
Williams,	11	17 00				17 00			9 00						
Wilnot,	15	58 00	5 00	150 00	122 66	325 66	300 00	10 00	25 66			70	12	1	
"	18	19 00		70 00		89 00	87 00		2 00			35	06	1	
Windham,	8	12 50		3 50	3 75	19 75	15 25		4 50			35	07	1	
Wolfe Island,	1	27 50		98 27	53 13	178 90	156 00		22 90			78	11	1	
"	11	16 00		26 06	20 21	62 27	46 27		16 00			47	11	1	
Wolford,	20	18 00				18 00	15 00								
York,	1	28 50			77 25	105 75						63	12	1	
"	21	41 00		40 00	36 83	117 83	417 05	0 80				85	12	1	
"	22	28 50		10 00	107 50	146 00	120 00	7 50	9 50			112	12	1	
Total	66	\$1726 62	25 81	2873 96	2607 45	7231 84	5732 94	65 09	1493 81			3020	10	52	
CITIES.															
Toronto	6	1512 00		1368 37	442 47	3322 84	2850 00		472 84			2170	12	23	
Hamilton	1	381 50		559 63	1243 90	2185 03	1636 00		549 03			841	12	7	
Kingston	1	480 50		1032 79	160 00	1673 29	1290 00	16 00	367 29			780	11	9	
London	1	145 50		512 90	899 23	1557 63	948 43	10 00	599 20			393	12	4	
Ottawa	1	825 50		1861 26	25 00	2711 76	2547 95		133 81			1855	12	10	
Total	10	3345 00		5334 95	2770 60	11450 56	9272 38	56 00	2122 17			6039	12	53	
TOWNS.															
Amherstburgh	1	164 00		500 00	70 00	674 00	215 00	15 00	444 00			320	12	3	
Barrie	1	63 00		77 00	122 00	262 00	252 00		10 00			114	11	2	
Bellefleur	1	175 50			289 50	465 00	445 00		20 00			407	12	3	
Berlin	1	17 50	10 95	54 28	156 22	238 95	212 00	26 95				100	12	1	
Brantford	1	110 00		178 79	401 99	690 78	421 98		268 80			249	12	3	
Brockville	1	129 00		234 37	83 32	446 69	367 54		79 15			252	12	2	
Chatham	1	63 00		136 00	142 77	341 77	321 02		20 75			88	12	1	
Cobourg	1	133 00		209 78	151 00	493 78	359 33		134 45			175	12		
Clifton	1	39 00	37 62	42 81	131 94	251 37	132 47	75 24	13 66			55	11		
Dundas	1	139 50	17 75	177 00	587 13	921 38	636 00	90 04	195 34			257	12	2	
Guelph	1	138 00		355 80	332 93	876 23	555 00		21 23			194	11		
Ingersoll	1	52 50		59 00	136 86	258 66	224 86		33 80			72	12	1	
Lindsay	1	36 50		280 00	208 00	574 50	500 00		74 50			187	12	1	
Niagara	* 1	33 50				33 50	33 50								
Oakville	1	49 32	6 25	47 20	304 78	407 55	240 00	12 50	153 05			124	12	2	
Paris	1	54 00		98 53	50 40	202 93	198 23		4 70			127	12	2	
Perth	* 1	68 00				68 00	68 00								
Peterborough	1	121 50		424 24	316 00	855 74	691 74	16 00	148 00			259	12	2	
Pictou	1	54 00		95 56	70 11	219 67	219 67					82	12	1	
Prescott	1	143 59		245 25	147 50	537 25	498 25		39 00			164	12	2	
St. Catharines	1	238 00		322 50	21 83	1282 33	902 33		380 00			516	12	3	
St. Thomas	1	23 00		159 00	182 00	182 00	170 00	10 00	2 00			73	12	1	
Whitby	1	42 24	6 00	48 00	229 76	326 00	260 00	12 00	54 00			111	12	1	
Total	23	\$2127 86	78 57	3586 61	4867 04	10660 08	8273 92	257 73	2128 43			3926	12	33	

* No Report.

SCHOOLS OF UPPER CANADA, 1861.—Continued.

TEACHERS.		RELIGIOUS EXERCISES.		NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF EDUCATION.														MAPS, APPARATUS, &c.			
Male.	Female.	Male.	Female.	No. of pupils opening Reading.	Do. Writing.	Do. Arithmetic.	Do. Grammar.	Do. Geography.	Do. History.	Do. Book-keeping.	Do. Algebra.	Do. Geometry.	Do. Nat. Philosophy.	Do. Music.	No. of Maps.	No. of schools using maps.	Do. apparatus.	Do. blackboards.	When first established.		
1				44	23	25	17	19	8						3	1			1846		
1				70	62	50	20	22	40										1856		
1				3	20	20		6	18						20	4	1		1840		
1				35	12	19	3	4								4	1		1848		
1				78	40	40	15	18											1856		
1				47	28	30	2												1853		
1																			1858		
1				52		30	13	30											1855		
1				85	30	51	12	12								1	1		1856		
1				82	40	14										4	1		1857		
1									15							4	1		1858		
29	23			43	13	2727	1486	1351	556	673	235	20	11	15	31	60	72	21	2	27	
11	12	11	12	6	6	2170	568	529	414	627	273	57	71	15	68	311	38	6	6	1845	
1	6			1	1	841	455	517	222	735	109	15	19	17	31	636	17	1	1	1854	
5	4	5	2	1	1	725	460	375	305	450	215	15	28	12	36	500	23	1	1	1854	
1	4		4			393	239	285	138	104	40	9	4	9	53	12	1	1	1	1857	
6	4		4	1	1	754	719	578	373	420	157	39	20	20	85	43	6	8	8	1854	
23	30	16	22	9	8	5883	2441	2284	1452	2336	794	132	142	73	135	1645	131	17	17		
1	2		2	1	1	320	194	206	145	145	74	39	31	35	33		7	1	1	1853	
1	2		2	1	1	114	60	64	60	60	22	20			16	24	8	1	1	1855	
1	2		2	1	1	407	223	239	217	277	74				33		7	1	1	1852	
1				1	1	100	100	43	26	26	34	6					8	1	1	1856	
1	3		3			249	125	129	129	198	21		9				4	1	1	1854	
2				1	1	252	80	60	35	60	20	9								1854	
1				1	1	88	70	70	70	70							4	1	1	1851	
						175	120	120	60	160	70	12	3		10		5	1	1	1858	
						42	22	24	14	16	4	3	4		25	5	1	1	1	1856	
1	1			1	1	257	139	163	80	167	43	20	8		13	101	10	1	1	1858	
						194	131	100	80	101	23	10	8	7	6	45	4	1	1	1854	
1				1	1	72	59	59	33	32	23	6	8				6	2	1	1860	
1				1	1	187	96	112	32	79	25		12	8	20	10	5	1	1	1855	
																				1857	
	2		2	1	1	124	55	62	48	68	20				10		4	1	1	1860	
	2		2	1	1	127	72	79	35	43	26				25	9	8	1	1	1856	
																				1854	
1	1			1	1	259	92	121	59	99	24				5		9	2	1	1854	
1				1	1	76	35	21	18	61	5	6	2	3		5					

TABLE G.—THE GRAMMAR SCHOOLS

MONEYS.

Table with columns for Counties, Grammars Schools, Receipts (Leislative Grant, Local Sources), and Expenses (Masters' Salaries, Maps, apparatus, prizes, and libraries). Rows list various counties like Stormont, Dundas, and Grenville, and schools like Cornwall, Williamstown, etc.

OF UPPER CANADA, 1861.

PUPILS.

Table with columns for Disbursements (Building, rent, and repairs; Contingencies and books, etc.; Total expenditure for Grammar School purposes; Balance over) and Pupil Statistics (Number of pupils attending during 1861, No. of pupils whose parents reside in the town where the Grammar School is situated, etc.). Rows correspond to the schools listed in the previous table.

TABLE G.—THE GRAMMAR SCHOOLS

MONEYS.

COUNTIES. (Continued.)	GRAMMAR SCHOOLS. (Continued.)	RECEIPTS.						EXPEN	
		Legislative Grant.		Local Sources.			Total receipts for Grammar School purposes for 1861.	For Masters' Salaries.	For maps, apparatus, prizes, and libraries.
		For Masters' Salaries.	For maps, apparatus, prizes, and libraries.	From Municipal Grants.	From Fees.	Balances and other sources.			
		Received from 1st Jan. to 31st Dec.	\$ cts.	\$ cts.	\$ cts.	\$ cts.				$ cts.
	No.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	
Halton	49 Milton	485 00			240 00	725 00	725 00		
	50 Oakville	430 00	50 00	174 87		929 82	800 00	100 00	
	51 Hamilton	765 00	5 00	635 00	500 00	1905 00	1850 00	10 00	
Wentworth	52 Ancaster	250 00				550 11	471 00		
	53 Dundas	350 00		486 92	350 50	1198 59	1193 13		
	54 Waterdown	211 00		250 00	85 12	578 46	475 00	6 00	
Brant	55 Brantford	426 00			230 25	656 25	558 21		
	56 Paris	271 00		521 00	72 00	867 00	800 00		
	57 Scotland	200 00			31 00	727 46	588 09		
	58 Mount Pleasant	205 00			55 00	476 50	476 50		
Lincoln	59 Niagara	400 00	10 00	200 00	640 00	1290 00	1200 00	20 00	
	60 St. Catharines	256 00		600 00	1492 00	2339 73	2213 75		
	61 Grimsby	200 00		200 00	323 35	774 19	700 00		
	62 Beamsville	100 00		200 00	37 07	537 07	455 00		
Welland	63 Welland	490 00			566 95	1056 95	1020 00		
	64 Drummondville	67 00	20 00	71 00	136 00	299 50	203 00	40 00	
Haldimand	65 Caledonia	650 00			62 13	731 02	600 00		
	66 Simcoe	676 00		188 00	136 00	1000 00	1000 00		
Norfolk	67 Port Dover	290 00			40 00	627 00	602 00		
	68 Woodstock	895 00	60 00		61 75	1076 75	951 75	125 00	
Oxford	69 Ingersoll	490 00		785 92	94 08	1370 00	1100 00		
	70 Berlin	472 00	3 00	380 00	159 79	1066 71	860 00	16 00	
Waterloo	71 Galt	740 00	10 32	400 00	787 64	2596 56	1719 14	36 00	
	72 Welph.	715 00	20 00	1178 00	115 50	2064 50	1171 66	40 00	
Wellington	73 Elora	615 00	10 00	130 00	180 40	945 40	795 40	20 00	
	74 Owen Sound	730 00			92 83	822 83	609 03		
Perth	75 Stratford	750 00	10 00		153 00	1111 35	750 00	20 00	
	76 St. Mary's			320 00		320 00	320 00		
Huron and Bruce	77 Goderich	810 00		400 00	113 18	1444 08	900 09	10 95	
	78 Kincardine	250 00		350 00		600 00	600 00		
Middlesex	79 London	1200 00			459 94	1807 59	1777 29		
	80 Strathroy	300 00			22 00	508 42	450 00		
Elgin	81 Wardsville	254 00	90 00		59 00	703 62	520 00	180 00	
	82 St. Thomas	560 00		350 00	59 00	969 00	630 00		
Kent	83 Vienna	380 00		336 41		716 41	675 00		
	84 Chatham	750 00			256 00	1119 58	747 50		
Lambton	85 Sarnia	690 00	16 50		187 00	964 45	650 00	33 00	
	86 Windsor	450 00	10 00	100 00	100 00	670 00	550 00	20 60	
Total, 1861		36693 00	845 11	17444 46	20545 18	9635 97	85162 72	71034 28	1932 73
" 1860		33172 00	792 33	13735 87	20316 77	12262 89	80279 66	64005 44	1866 13
Increase		3521 00	52 78	3708 59	229 41		4885 86	7028 84	66 60
Decrease						2626 92			

OF UPPER CANADA, 1861.—Continued.

EXPEN.	PUPILS.													
	EXPEN.				Number of pupils attending during 1861.	Number of pupils whose parents reside in the town where the Grammar School is situated.	Number of pupils whose parents reside out of the town, but within the county.	Number of pupils whose parents reside in other counties.	No. of pupils reported as in prescribed Gram. School subjects.	Number of new pupils admitted during 1861.	Number of those new pupils who had passed the entrance examination.	How many formerly Common School boys admitted free by scholarship.	At whose expense the scholarships are unsustained.	Fees per term of three months per pupil.
	For buildings, rent, and repairs.	For contingencies and books, &c.	Total expenditure for Grammar School purposes, 1861.	Balance over.										
	\$ cts.	\$ cts.	\$ cts.	\$ cts.										
	\$ cts.	\$ cts.	\$ cts.	\$ cts.										
					39	20	19	39	27	17			\$3.	
	14 05	14 77	929 02		81	58	23	1	80	34	34		\$3.75 to 75c.	
		45 00	1905 00		80	70	5	5	80	40	40		3.	
		57 61	528 61		35	29	6		35	35	19	1	School Sect'n. } 75c.	
					40	27	11	2	40	15	15	1	Board. } \$4, \$3.	
		69 17	550 17	28 29	25	25			8	6	5		\$3, \$2.25, \$1.50.	
		98 04	655 25		74	70	4		74	46	46		\$1.50. [res.	
		67 00	867 00		37	24	11	2	21	25	25		\$3 non res., free to res.	
	101 54	32 00	721 63	5 83	61	50	11		61	10	10		\$3, \$2 non res., free	
			476 50		68	62	6		4	32	18	3	\$1.50, 75c. [to res.	
		33 00	1258 00	32 00	42	36	4	2	42	17	17	4	Town Cor. & Trust. } \$6, \$4.	
		116 98	2330 73		90	64	16	10	90	20	20	5	Corp. } \$8, \$5.	
	10 00	13 63	723 63	50 56	40	32	4	4	40	15	15		\$5, \$4, \$3.	
		53 28	511 28	25 79	30	20	10		30	9	9		\$4, \$3, \$2.	
		36 95	1066 95		79	19	52	3	77	35	33		\$5, \$3, \$2.	
	31 00	10 00	284 00	15 50	19	12	6		18	18	11		\$5.50, \$5, \$4.50.	
	\$ 76	35 86	344 62	\$6 40	40	24	14	2	40	6	6		\$1.50 non res., 75c. residents.	
													\$4 non residents, free to residents.	
			1000 00		92	66	26		92	28			\$4 and \$3 non res., free to res.	
		25 00	627 00		104	101	3		98	63	57		\$1.	
					42	33	9		34	25	23	7	75c.	
			1100 60	270 00	70	55	14	1	70	47	47		\$3.	
		190 71	1066 71		27	17	10		27	15	15		\$4.30.	
	63 25	127 51	1946 00	650 55	34	28	1	43	84	30	30	9	Trust. } 75c.	
	446 61	60 69	1718 96	345 54	75	63	10	2	75	20	20		\$3, \$2, \$1.50.	
	66 50	63 50	945 40		48	24	19	5	27	20	20		Free.	
	20 00	81 00	701 00	121 83	68	66	2		68	29	29		\$2, \$1.50.	
	16 25	80 56	866 81	244 54	47	35	9	3	47	24	24		\$2.	
			320 00		50	48	2		50	50	50		Free.	
	110 00	127 28	1143 23	295 85	34	27	7		34	16	16		\$2.	
			600 00		29	20	9		29	14	14		Free.	
		21 25	1798 54	9 05	50	27	18	5	50	28	28		\$5.	
	40 00	18 42	508 42		25	15	10		25	7	7		\$1.	
		3 62	703 62		27	14	4	9	27	13	13		\$3 non res., \$1 res.	
	91 78	96 56	818 34	150 66	40	22	15	3	39	24	23		\$1.	
		41 41	716 41		73	55	17	1	73	47	47		Free.	
	7 50	101 70	856 70	262 88	81	40	39	2	81	57	57		\$2 to \$1.	
	58 43	82 81	824 24	140 21	40	30	8	2	40	11	10		\$1.50.	
	80 00	19 40	670 00		21	19	1		21	5	5		\$3.	
Total, 1861	4234 08	3907 72	81108 81	4054 91	4766	3375	1050	341	4334	1959	1754	47		
" 1860	6037 23	5647 87	77556 67	2723 19	4546	3274	995	277	4124	1761	1547	143		
Increase			3552 14	1331 72	220	101	55	64	240	198	207			
Decrease					1803 15	1740 15							96	

TABLE H.—METEOROLOGICAL STATIONS AT

Under the authority of the Consolidated Grammar School Act, a special grant of \$400 distribution of the general Grammar School Fund; provision is also made for declared to be *the duty* of the Master to make the prescribed meteorological Senior County Grammar Schools have been established, only 16 have contributed (as will be seen from the following table) make the returns required by law. those stations only from which returns are received.

STATEMENT No. 1.—Shewing the number and character of Abstracts received from each Station since its establishment.

NAME OF METEOROLOGICAL STATION.	No. of months the Station has been established, to Dec. 1861, inclusive.	No. of monthly abstracts received at the Education Office, to Dec. 1861, inclusive.	Character of abstracts received.		
			Well prepared.	Indifferently prepared.	Badly prepared.
1. Niagara.....	49	10	8	2	...
1. Hamilton.....	48	36	33	3	...
3. Belleville.....	48	33	36	2	...
4. Barrie.....	48	20	20	...	...
5. Chatham.....	48	15	...	11	4
6. Port Sarnia.....	48	26	26	...	...
7. Milton.....	47	3	...	...	3
8. Cornwall.....	47	31	31	...	...
9. Guelph.....	40	1	1	...	...
10. Whitby.....	40	36	35	1	...
11. Perth.....	39	10	10	...	...
12. Picton.....	39	22	22	...	...
13. Brantford.....	30	21	19	2	...
14. L'Orignal.....	4	...	...	...	...
15. Stratford.....	17	17	17	...	...
16. Ottawa.....	4	4	4	...	...
17. Woodstock.....	2	...	...	...	...

THE SENIOR COUNTY GRAMMAR SCHOOLS.

per annum is made to each Senior County Grammar School, with participation in the the establishment of a Meteorological Station at each of these Senior Schools, and it is returns every month to the Educational Department. Out of the 31 Counties in which the necessary sum of half-price to purchase the necessary instruments, and but few of these Steps, it is hoped, will shortly be taken to enforce the law, or to restrict the grant to

STATEMENT No. 2.—Shewing the number of months that Meteorological Abstracts have been received from the different Stations, for the year 1861.

NAME OF METEOROLOGICAL STATION.	When established.	Character of Abstracts received.		
		Well prepared.	Indifferently prepared.	Badly prepared.
1. †Niagara.....	1858	8	...	...
2. †Hamilton.....	1858	11	...	...
3. Belleville.....	1858	12	...	...
4. †Barrie.....	1858	1	...	...
5. †Chatham.....	1858	...	...	...
6. †Port Sarnia.....	1858	...	...	...
7. †Milton.....	1858	...	...	...
8. †Cornwall.....	1858	11	...	...
9. †Guelph.....	1858	...	...	...
10. Whitby.....	1858	12	...	...
11. †Perth.....	1858	1	...	...
12. †Picton.....	1858	11	...	...
13. Brantford.....	1859	9	...	...
14. †L'Orignal.....	1861	...	...	...
15. Stratford.....	1860	12	...	...
16. Ottawa.....	1861	4	...	...
17. Woodstock.....	1862	...	...	...

* Station at Cayuga established February, 1862.

† The returns required by law have only been in part, or not at all, received from these Stations during the year 1861.

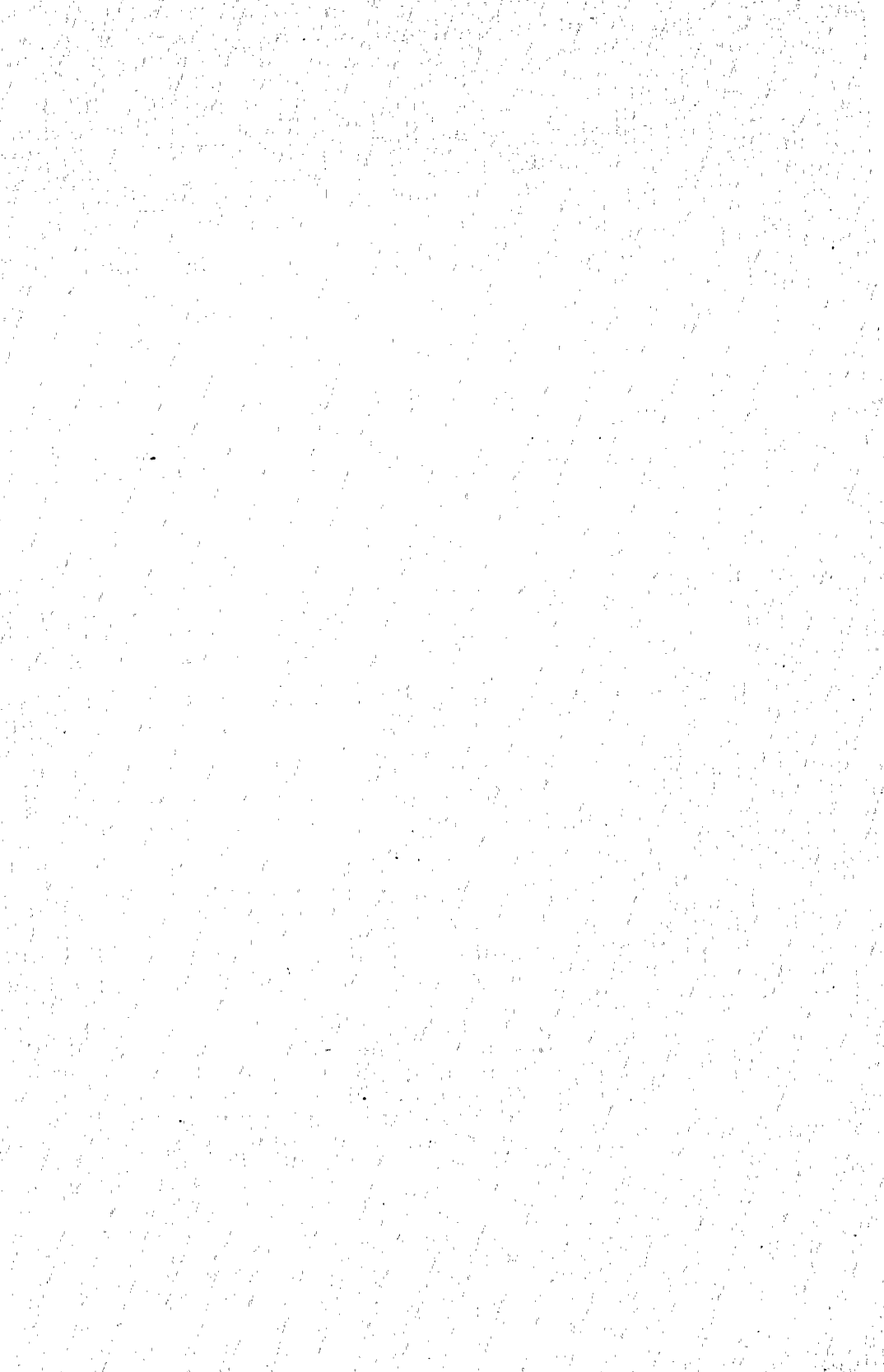


TABLE I.—THE GRAMMAR SCHOOLS OF UPPER CANADA.

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

I-I

Table with columns for 'THE GRAMMAR SCHOOLS' and various subjects: IN ENGLISH, IN LATIN, IN GREEK, IN FRENCH, IN MATHEMATICS, IN GEOGRAPHY, IN HISTORY, IN PHYSICAL SCIENCE, IN OTHER STUDIES. Rows list schools from Cornwall to Brantford.

TABLE I.—(Continued.)—THE GRAMMAR SCHOOLS OF UPPER CANADA, 1861.

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

I-2

Table with columns for 'THE GRAMMAR SCHOOLS.' and various subjects: IN ENGLISH, IN LATIN, IN GREEK, IN FRENCH, IN MATHEMATICS, IN GEOGRAPHY, IN HISTORY, IN PHYSICAL SCIENCE, IN OTHER STUDIES. Rows list schools from 44 to 86, including Grand Total 1861 and 1860, and Increase/Decrease.

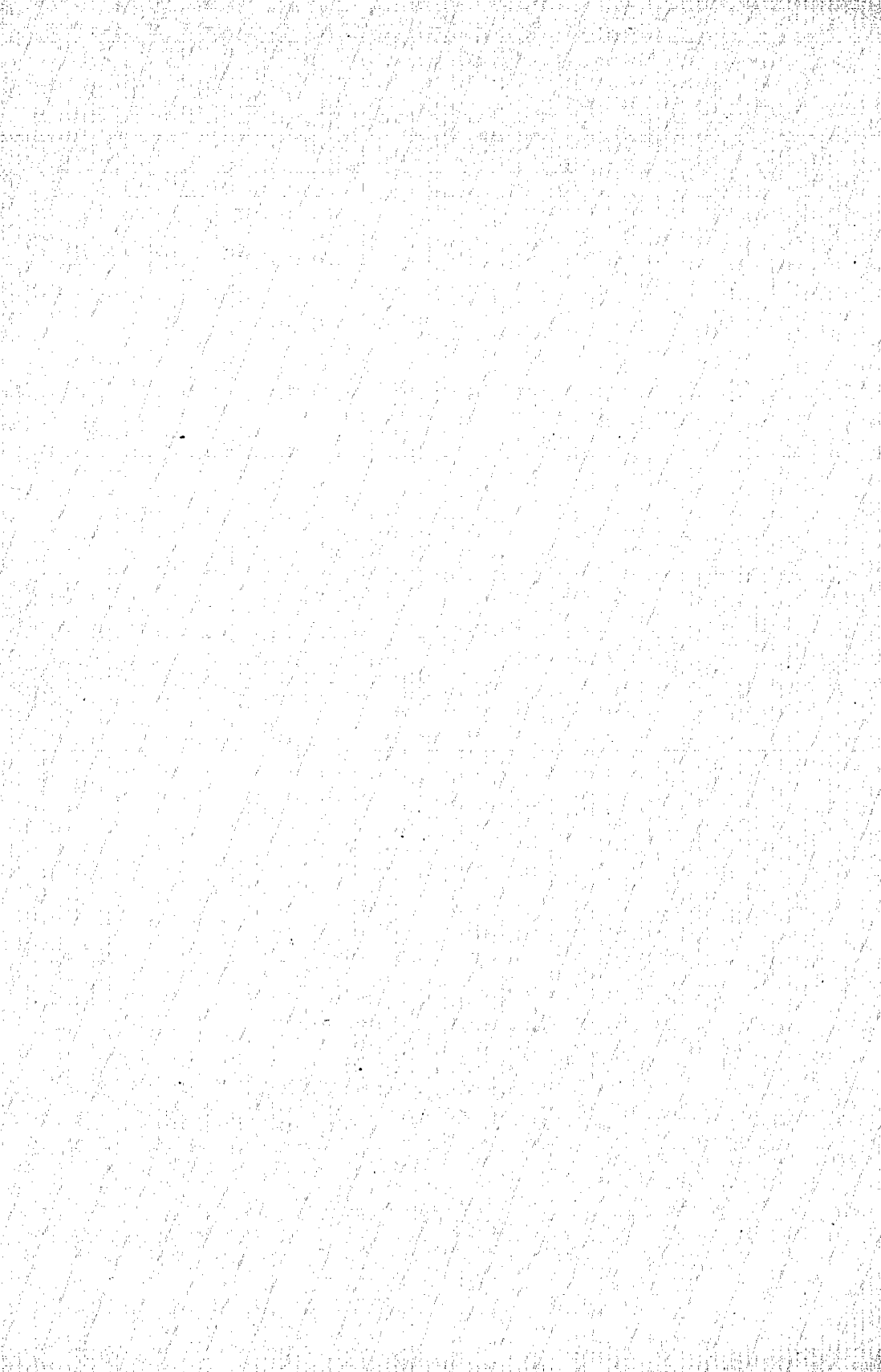


TABLE K.

The Grammar Schools of Upper Canada.

TABLE K.—THE GRAMMAR SCHOOLS

GRAMMAR SCHOOLS USING THE

Table with columns for English (Grammars, Readers), Latin (Grammars, Reading Books), and various schools (Hamilton, Ancaster, Dundas, etc.). Includes a summary row for 'Grand Total' and 'Increase/Decrease'.

OF UPPER CANADA.—Continued.

VARIOUS TEXT BOOKS NAMED.

Table with columns for Greek, French, Arithmetic, Algebra, Euclid, and Geography and History. Lists various text books and their counts across multiple rows.

TABLE M.—THE NORMAL SCHOOLS FOR UPPER CANADA, 1862.

ABSTRACT No. 1.—GROSS ATTENDANCE OF STUDENTS, WEEKLY AID GRANTED, CERTIFICATES, &c.

THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA.		Applicants for Admission.			Rejected.			Admitted.			Admitted by Fees.			Who had been Teachers before.			Who attended formerly.			Who received Weekly Aid.			Amount of Aid Granted.	WHO LEFT.						Received Certificates of Standing in Class from the Masters.			Received Provincial Certificates.					
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.		Total.	Male.	Female.	Regularly.			Irregularly.			Total.	Male.	Female.	Total.	Male.	Female.
																											Total.	Male.	Female.	Total.	Male.	Female.						
				Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	
First Session, 1847-48.....	71	71	.....	8	8	.....	63	63	.....	4	4	.....	27	27	.....	53	53	.....	\$	cts.	6	6	.....	2	2	.....	53	53	.....	.....	.....	.....	.....	.....	.....
Second Session, 1848.....	141	114	27	15	14	1	126	100	26	5	4	1	90	81	9	26	26	.....	1758	00	46	37	.....	8	7	.....	106	85	21	.....	.....	.....	.....	.....	.....
Third Session, 1848-49.....	123	88	35	15	12	3	108	76	32	19	14	5	42	31	11	30	16	14	1389	50	19	13	6	10	10	.....	76	58	18	.....	.....	.....	.....	.....	.....
Fourth Session, 1849.....	131	106	25	19	18	1	112	88	24	7	4	3	62	52	10	25	16	9	1044	00	55	44	11	7	7	.....	74	61	13	.....	.....	.....	.....	.....	.....
Fifth Session, 1849-50.....	160	109	51	25	17	8	135	92	43	11	7	4	72	52	20	26	14	12	1667	00	31	25	6	6	3	.....	83	59	24	.....	.....	.....	.....	.....	.....	.....
Sixth Session, 1850-51.....	103	65	38	26	13	13	77	52	25	2	2	.....	53	34	19	22	11	11	1755	00	24	15	9	6	4	.....	62	43	19	.....	.....	.....	.....	.....	.....	.....
Seventh Session, 1851-52.....	93	68	25	13	8	5	80	60	20	1	1	.....	63	51	12	6	4	2	1721	00	32	27	3	9	8	.....	70	53	17	.....	.....	.....	.....	.....	.....	.....
Eighth Session, 1852.....	122	78	44	21	7	14	101	71	30	.....	.....	.....	60	47	13	9	7	2	1820	00	21	14	7	6	5	.....	90	64	26	.....	.....	.....	.....	.....	.....	.....
Ninth Session, 1852-53.....	162	83	79	18	9	9	144	74	70	.....	.....	.....	65	32	33	35	15	20	2805	00	15	7	8	6	6	.....	138	71	67	.....	.....	.....	.....	.....	.....	.....
Tenth Session, 1853.....	169	98	71	8	1	7	161	97	64	.....	.....	.....	70	52	18	35	18	17	2703	00	17	10	7	17	12	.....	132	79	53	.....	.....	.....	.....	.....	.....	.....
Eleventh Session, 1853-54.....	175	66	109	15	8	7	160	58	102	65	28	37	59	21	38	939	00	25	12	13	9	6	44	19	25	
Twelfth Session, 1854.....	121	52	69	10	10	111	52	59	52	41	11	39	7	32	476	00	23	12	11	8	5	38	44	19	
Thirteenth Session, 1854-55.....	106	59	47	5	5	101	39	62	42	25	17	37	15	22	918	00	19	9	10	6	4	42	15	27	
Fourteenth Session, 1855.....	93	46	47	7	.....	5	86	44	42	.....	.....	.....	38	35	3	25	11	14	1159	00	15	9	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fifteenth Session, 1855-56.....	145	57	88	8	.....	6	137	55	82	.....	.....	.....	53	26	27	35	11	24	1515	00	18	11	7	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sixteenth Session, 1856.....	131	69	62	13	.....	10	118	66	52	.....	.....	.....	54	39	15	38	17	21	1495	00	15	5	10	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Seventeenth Session, 1856-57.....	143	82	61	9	.....	7	134	75	59	.....	.....	.....	66	46	20	27	11	16	1734	00	14	11	3	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eighteenth Session, 1857.....	169	93	76	3	.....	2	167	93	74	.....	.....	.....	86	63	23	38	17	21	2030	00	26	19	7	14	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nineteenth Session, 1857-58.....	162	77	85	3	.....	2	159	76	83	.....	.....	.....	84	47	37	45	14	31	1678	00	16	10	6	14	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Twentieth Session, 1858.....	198	101	95	9	.....	6	187	95	92	.....	.....	.....	102	59	43	60	23	37	1936	00	20	11	9	21	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Twenty-first Session, 1859.....	232	119	113	49	.....	32	183	102	81	.....	.....	.....	111	77	34	59	21	38	1804	00	37	23	12	14	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Twenty-second Session, 1859.....	181	97	84	23	.....	11	158	85	73	.....	.....	.....	89	65	24	68	40	28	1447	50	19	14	5	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Twenty-third Session, 1860.....	176	91	85	18	.....	9	158	82	76	.....	.....	.....	91	65	26	55	21	34	1987	00	29	16	13	12	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Twenty-fourth Session, 1860.....	160	88	72	28	.....	15	132	75	57	.....	.....	.....	74	64	10	64	35	29	757	50	15	8	7	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Twenty-fifth Session, 1861.....	182	109	73	21	.....	4	161	92	69	.....	.....	.....	93	72	21	47	20	27	1276	00	38	27	11	11	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Twenty-sixth Session, 1861.....	165	100	65	17	.....	7	148	90	58	.....	.....	.....	85	74	11	56	31	25	1856	00	29	22	7	7	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	3812	2166	1646	405	214	191	3407	1952	1455	49	36	13	1789	1285	504	966	442	524	\$39712	50	624	419	205	226	174	52	420	313	107	1435	778	657	.....	.....	.....

M 1 A very large proportion of these Students have attended two or three Sessions, so that this number greatly exceeds that of the different individuals who have entered the Institution as Students, and the same remark applies to the number of certificates granted, as reported in the last column of the above Table.

TABLE M.—THE NORMAL SCHOOL FOR UPPER CANADA, 1862.—(Continued.)

ABSTRACT No. 2.—COUNTIES FROM WHICH TEACHERS IN TRAINING AT THE NORMAL SCHOOL CAME.

Table with columns for 'THE SESSIONS OF THE NORMAL SCHOOL FOR UPPER CANADA' and various counties including Glengarry, Stormont, Dundas, Prescott, Russell, Carleton, Grenville, Leeds, Lanark, Renfrew, Frontenac, Addington, Lennox, Prince Edward, Hastings, Northumberland, Durham, Peterboro', Victoria, Ontario, York, Peel, Simcoe, Halton, Wentworth, Brant, Lincoln, Welland, Hamilton, Norfolk, Oxford, Waterloo, Wellington, Grey, Perth, Huron, Bruce, Middlesex, Elgin, Kent, Jamaica, Essex, and Grand Total. Rows list sessions from 1847-48 to 1861.

* See note to Abstract No. 1, page 77.

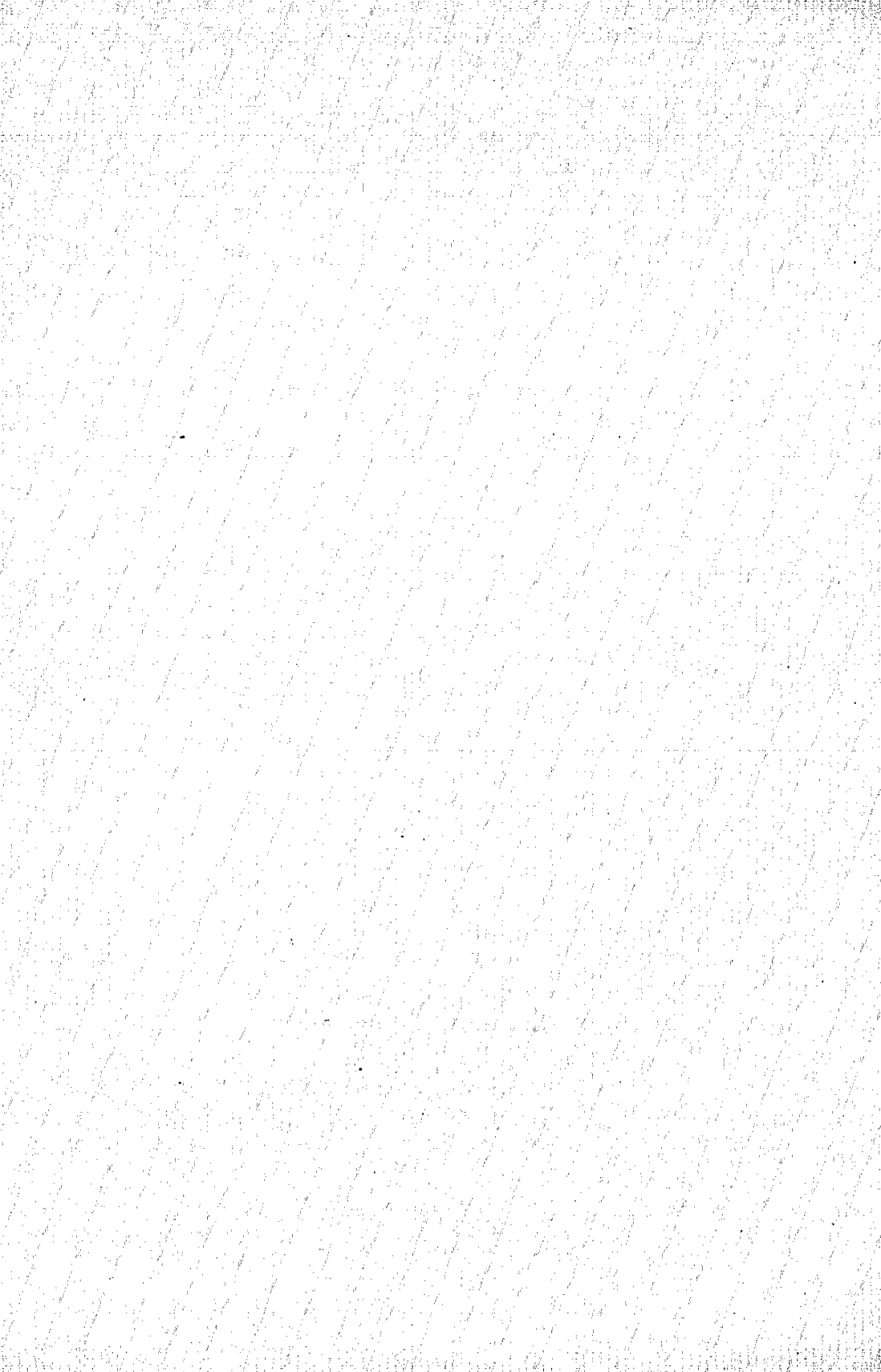


TABLE N.

The other Educational Institutions of Upper
Canada, 1861.

TABLE N.—THE OTHER EDUCATIONAL INSTITUTIONS OF UPPER CANADA, 1861.

COUNTIES.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.					TOTAL.		
	Number of Colleges.	Number of Students.	Annual income or Legislative aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total Colleges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legislative aid.
			\$ cts.	\$ cts.					\$ cts.			\$ cts.
Glengarry.....					1	10		1	60 00	1		60 00
Stormont.....												
Dundas.....												
Prescott.....												
Russell.....												
Carleton.....												
Grenville.....												
Leeds.....												
Lanark.....					2	22	6	2	63 00	2	22	63 00
Renfrew.....					1	3	5	1		1	3	
Frontenac.....												
Addington.....												
Lennox.....												
Prince Edward.....					2	25	6	2	70 00	2	25	70 00
Hastings.....												
Northumberland.....					2	26	4	2	132 00	2	26	132 00
Durham.....					4	50	6	2	140 00	4	50	140 00
Peterborough.....												
Victoria.....					3	14	4	3	21 00	3	14	21 00
Ontario.....					5	42	9	6	209 00	5	42	209 00
York.....					21	247	8	23	1713 00	21	247	1713 00
Peel.....					2	36	11	2	207 00	2	36	207 00
Simcoe.....					4	42	6	4	262 00	4	42	262 00
Halton.....					9	112	7	9	447 00	9	112	447 00
Wentworth.....					7	176	9	5	112 00	7	176	112 00
Brant.....					5	106	10	6	195 70	5	106	195 70
Lincoln.....					5	63	7	5	80 00	5	63	80 00
Welland.....					6	137	10	6	500 00	6	137	500 00
Haldimand.....					1	15	10	1	180 00	1	15	180 00
Norfolk.....					6	82	11	7	200 00	6	82	200 00
Oxford.....					6	83	11	6	451 00	6	83	451 00
Waterloo.....					3	55	11	1	4 00	3	55	4 00
Wellington.....					10	213	6	6	179 38	10	213	179 38
Grey.....												
Perth.....												
Huron.....					3	43	9	2	80 00	3	43	80 00
Bruce.....												
Middlesex.....					4	52	9	6	67 00	4	52	67 00
Elgin.....					5	68	8	6	150 00	5	68	150 00
Kent.....					4	130	11	4	40 00	4	130	40 00
Lambton.....												
Essex.....					4	90	12	4	825 00	4	90	825 00
Total.....					125	1932	8	122	6388 08	125	1932	6388 08
CITIES.												
Toronto.....	*8	800	80000 00	15200 00	14	500	12	86	5400 00	22	1300	100600 00
Hamilton.....					8	250	10	12	5000 00	8	250	5000 00
Kingston.....	*2	225	8000 00	14400 00	17	500	12	11	6000 00	19	725	28400 00
London.....					1	30	12	1	800 00	1	30	800 00
Ottawa.....	*1	70	1400 00	1200 00	10	250	12	12		11	320	2600 00
Total.....	11	1095	89400 00	30800 00	50	1530	12	111	17200 00	61	2625	137400 00

* Taken from last year, no reports being since received.

TABLE N.—THE OTHER EDUCATIONAL INSTITUTIONS, &c.—(Continued.)

TOWNS.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.				TOTAL.			
	Number of Colleges.	Number of Students.	Annual income or Leg- islative aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total Colleges, Acade- mies, and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legisla- tive aid.
			\$ cts.	\$ cts.								
Amhorstburgh.....					3	40	12	3		3	40	
Barrie.....					6	70	10	6	900 00	6	70	900 00
Belleville.....					6	120	12	6	2400 00	6	120	2400 00
Berlin.....					2	20	12	2	250 00	2	20	250 00
Bowmanville.....												
Bradford.....					9	250	11	17	3000 00	9	250	3000 00
Brookville.....					5	130	12	5	1560 00	5	130	1560 00
Chatham.....					4			5		4		
Clifton.....					1	18	7	1	54 00	1	18	54 00
Cobourg.....	240	5000	950		7	1150	10	10	1500 00	8	1390	7450 00
Collingwood.....					1	9	1	1	4 50	1	9	4 50
Cornwall.....					5	100	12	6	60 00	5	100	60 00
Dundas.....					4	70	10	4	170 00	4	70	170 00
Galt.....					1					1		
Goderich.....					5	53	12	5	200 00	5	53	200 00
Gusph.....					3	40	11	3	165 00	3	40	165 00
Ingersoll.....					3		10	3		3		
Lindsay.....												
Milton.....					2	50	12	2	300 00	2	50	300 00
Niagara.....												
Oakville.....					3	30	10	3	140 00	3	30	140 00
Owen Sound.....					1	10	3	2	50 00	1	10	50 00
Paris.....					2					2		
Perth.....												
Peterborough.....					7	150	10	1	1600 00	7	150	1600 00
Pictou.....					3		3	4		3		
Port Hope.....					5	120		7		5	120	
Prescott.....					4	60	11	4	700 00	4	60	700 00
Sandwich.....	38	400	2000		1	7	12	3	300 00	2	45	2700 00
Sarnia.....					2					2		
St. Catharines.....					9	200		12		9	200	
St. Thomas.....					3	45	12	3	360 00	3	45	360 00
Simcoo.....					2	50	12	4		2	50	
Whitby.....												
Windsor.....					2	30	10	3	500 00	2	30	500 00
Woodstock.....					9	245	10	15	3300 00	9	245	3300 00
Total.....	2	278	5400	2050	120	3097	9	147	17513 50	122	3375	25663 50
VILLAGES.												
Ashturnham.....												
Bath.....					2	30	12	2	200 00	2	30	200 00
Bradford.....					4	60	10	4	240 00	4	60	240 00
Brampton.....					3	50	12			3	50	
Brighton.....												
Caledonia.....					2	50	10			2	50	
Cayuga.....												
Chippewa.....												
Clinton.....												
Colborne.....					1	40	10	1	240 00	1	40	240 00
Dunnville.....												
Elora.....												
Embro.....					1	10	9	1		1	10	
Fergus.....					1			1		1		

TABLE N.—THE OTHER EDUCATIONAL INSTITUTIONS, &c.—(Continued.)

VILLAGES.	COLLEGES.				ACADEMIES AND PRIVATE SCHOOLS.				TOTAL.			
	Number of Colleges.	Number of Students.	Annual income or Legislative aid.	Amount received from Fees.	Number of Academies and Private Schools.	Number of Pupils.	Number of months open.	Number of Teachers.	Amount received from Fees.	Total Colleges, Academies and Private Schools.	Total Students and Pupils.	Total amount received from Fees or Legislative aid.
			\$ cts.	\$ cts.					\$ cts.			\$ cts.
Fort Erie					1	15	8	1	165 00	1	15	165 00
Hawkesbury					1	35	9	1	230 00	1	35	230 00
Hespeler												
Holland Landing												
Iroquois					2	50				2	50	
Kemptville												
Kincardine												
Merrickville					1	10	6	1		1	10	
Mitchell												
Morrisburgh					2	28	10	2	230 00	2	28	230 00
Napanee					1	20	12	2		1	20	
Newburg					1	20	6	2	60 00	1	20	30 00
Newcastle					1	10	10	1	100 00	1	10	100 00
New Hamburg												
Newmarket					2	74	12	4	400 00	2	74	400 00
Oshawa					3	45	10	3	184 00	3	45	184 00
Pembroke					1	20	12	1	120 00	1	20	120 00
Portsmouth					1	15	12	1	90 00	1	15	90 00
Preston												
Renfrew												
Richmond												
Smith's Falls												
Southampton												
Stirling					1	25	6		125 00	1	25	125 00
St. Mary's					2	100	12	5	800 00	2	100	800 00
Stratford					4	58	12	4	800 00	4	58	800 00
Strathroy												
Streetsville					1	15	12	1	100 00	1	15	100 00
Thorold												
Trenton					1					1		
Vienna					2	22	6	4	208 00	2	22	208 00
Waterloo												
Welland												
Yorkville												
Total					42	802	10	42	4292 00	42	802	4292 00
Grand Total	13	1373	94800 00	33750 00	337	7361	10	422	45393 58	350	8734	173943 58
1860	13	1373	94800 00	33750 00	305	6408	10	407	49780 80	318	7781	178330 80
Increase					32	953		15		32	953	
									4387 22			4387 22

TABLE O.—STATEMENT No. 1.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA, 1861.

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

COUNTRIES AND NAMES OF COMMON SCHOOL LIBRARIES.	M O N E Y S .				Total number of Volumes supplied in 1861.	No. of Volumes taken out during the year.	No. of separate applications for Books during the year.		
	Amount of Local Appropriation for 1861.		Amount of Legislative Appropriation for 1861.					Value of Books sent in 1861.	
	\$	cts.	\$	cts.				\$	cts.
<i>Carleton:</i>									
Govcr, North, No. 5.....	21	00	21	00	42	00	70		
<i>Leeds:</i>									
Elizabethtown, No. 2.....	7	80	7	80	15	60	47		
Elmslay, South, No. 4.....	10	00	10	00	20	00	37		
<i>Frontenac:</i>									
Loughborough, No. 8.....	8	00	8	00	16	00	45		
<i>Prince Edward:</i>									
Marysburg, No. 16.....	13	80	13	80	27	60	72		
<i>Peterborough:</i>									
Balmora, Tp.....	25	00	25	00	50	00	74		
<i>Victoria:</i>									
Ops, No. 4.....	43	00	43	00	86	00	145		
Ops, No. 6.....	18	00	18	00	36	00	56		
<i>Ontario:</i>									
Pickering, No. 3.....	10	00	10	00	20	00	33		
Rench, No. 13.....	39	50	39	50	79	00	144		
Uxbridge, No. 3.....	20	00	20	00	40	00	61		
" No. 4.....	20	00	20	00	40	00	80		
" No. 10.....	5	00	5	00	10	00	32		
<i>York:</i>									
Markham, No. 20.....	12	00	12	00	24	00	29		
Markham and Vaughan, No. 1.....	34	00	34	00	68	00	98		
York, No. 1.....	30	00	30	00	60	00	71		
<i>Simcoe:</i>									
Esqu, No. 1.....	26	00	26	00	52	00	39		
Innisfil, No. 2.....	10	00	10	00	20	00	38		
Notawasago, No. 11.....	58	00	58	00	116	00	180		
Sunnidale, No. 2.....	11	93	11	83	23	86	42		
<i>Halden:</i>									
Nelson, No. 3.....	10	00	10	00	20	00	40		
<i>Leeds:</i>									
Grasby, No. 6.....	7	25	7	25	14	50	22		

TABLE C.—STATEMENT No. 1.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA, 1861.—(Continued.)

THE FREE PUBLIC LIBRARIES SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			Value of Books sent in 1861.	Total No. of Vols. supplied in 1861.	No. of Volumes taken out during the year.	No. of separate applications for books during the year.
	Amount of Local Appropriation for 1861.	Amount of Legislative Appropriation for 1861.					
	\$ cts.	\$ cts.	\$ cts.				
<i>Oxford:</i>							
Norwich, North, union No. 14.....	11 00	11 00	22 00	59	66	60	Not Reported.
Zorra, West, No. 6.....	12 00	12 00	24 00	48	Not Reported.	50	Not Reported.
<i>Waterloo:</i>							
Waterloo, No. 8.....	25 00	25 00	50 00	85	60	50	Not Reported.
<i>Wellington:</i>							
Wilnot, Tp.....	4 00	4 00	8 00	63	67	51	Not reported.
Amaranth, No. 3.....	20 00	20 00	40 00	69	129	1053	Not reported.
Garafaxa, No. 13.....	38 00	38 00	76 00	129	225	35	Not Reported.
Guelph, No. 5.....	66 00	66 00	132 00	225	50	50	Not Reported.
Minto, No. 8.....	22 00	22 00	44 00	91	40	30	Not Reported.
Nichol and Garafaxa, No. 6.....	25 25	25 25	50 50	89	40	328	Not Reported.
Peel, union, No. 14.....	20 00	20 00	40 00	69	185	50	Not Reported.
<i>Grey:</i>							
Grey Jail.....	10 00	10 00	20 00	47	55	56	357
Holland, Tp.....	20 00	20 00	40 00	71	712	249	Not Reported.
St. Vincent, No. 5.....	12 00	12 00	24 00	46	170	130	Not Reported.
<i>Perth:</i>							
Downie, No. 4.....	22 00	22 00	44 00	58	500	35	Not Reported.
Fullarton, No. 1.....	12 00	12 00	24 00	20	60	60	Not Reported.
<i>Mornington, No. 1:</i>							
Mornington, No. 1.....	25 00	25 00	50 00	78	200	1000	770
<i>Huron:</i>							
Colborne, Tp.....	24 00	24 00	48 00	61	148	32	Not Reported.
Hay, No. 5.....	10 00	10 00	20 00	34	Not Reported.	47	Not Reported.
Hullalt, No. 3.....	60 00	60 00	120 00	177	200	70	Not Reported.
Stanley, No. 3.....	20 00	20 00	40 00	57	307	307	Not Reported.
Stephen, Tp.....	100 00	100 00	200 00	307	60	60	Not Reported.
Usborne, No. 3.....	25 00	25 00	50 00	55	200	47	Not Reported.
<i>Bruce:</i>							
Arran, No. 10.....	20 00	20 00	40 00	55	1000	770	Not Reported.
Braut, union, No. 1.....	28 00	28 00	56 00	90	148	32	Not Reported.
Bruce and Kincardine, No. 2.....	20 00	20 00	40 00	71	Not Reported.	50	Not Reported.
Huron, No. 1.....	26 00	26 00	52 00	83	Not Reported.	30	Not Reported.

COUNTIES AND NAMES OF COMMON SCHOOL LIBRARIES.	MONEYS.			Value of Books sent in 1861.	Total No. of Vols. supplied in 1861.	No. of Volumes taken out during the year.	No. of separate applications for books during the year.
	Amount of Local Appropriation for 1861.	Amount of Legislative Appropriation for 1861.					
	\$ cts.	\$ cts.	\$ cts.				
<i>Kinloss, No. 8:</i>							
<i>Middlesex:</i>							
Ekfrid, Tp.....	24 00	24 00	48 00	83	32	30	Not Reported.
Metcalf, No. 4.....	5 00	5 00	10 00	24	452	125	Not Reported.
Westminster, No. 3.....	25 00	25 00	50 00	104	20	20	Not Reported.
<i>Elgin:</i>							
Laybarn, No. 18.....	20 00	20 00	40 00	86	50	50	Not Reported.
<i>Kent:</i>							
Zone, Tp.....	30 00	30 00	60 00	100	Not Reported.	400	Not Reported.
<i>Lambton:</i>							
Dawn, No. 1.....	12 00	12 00	24 00	48	56	56	Not Reported.
Moore, No. 11.....	15 00	15 00	30 00	54	30	16	Not Reported.
<i>Chichester:</i>							
Kingston.....	80 00	80 00	160 00	207	1000	400	Not Reported.
<i>Toronto:</i>							
Cobourg.....	100 00	100 00	200 00	282	1500	200	Not Reported.
Grammar School.....	5 00	5 00	10 00	11	1488	260	Not Reported.
Collingwood.....	28 00	28 00	56 00	123	Not Reported.	147	Not Reported.
Dundas, R. C. S. S.....	65 10	65 10	130 20	129	Not Reported.	147	Not Reported.
Goderich.....	164 50	164 50	329 00	495	1371	233	Not Reported.
Oakville.....	50 00	50 00	100 00	174	Not Reported.	147	Not Reported.
Simeon.....	20 00	20 00	40 00	58	Not Reported.	147	Not Reported.
Whitby.....	140 00	140 00	280 00	378	Not Reported.	147	Not Reported.
<i>Villages:</i>							
Elora.....	50 00	50 00	100 00	160	822	147	Not Reported.
Fergus.....	12 00	12 00	24 00	46	195	147	Not Reported.
Kincardine.....	23 00	23 00	46 00	86	60	60	Not Reported.
Oshawa.....	50 00	50 00	100 00	135	2600	Not Reported.	Not Reported.
Total.....	2042 11	2042 11	4084 22	6590			

TABLE O.—STATEMENT No. 1.—THE FREE PUBLIC LIBRARIES OF UPPER CANADA, 1861.—(Continued.)

COUNTIES.	MONEY.										Total No. of Volumes in Libraries.		No. of Libraries exclusive of sub-divisions.		Miscellaneous.		Sunday School Libraries.		Other Public Libraries.		Common School Libraries as per foregoing columns.		Total School and Public Libraries in Upper Canada.	
	Amount of Local Appropriation for 61.	Amount of Legislative Appropriation for 1861.	Value of Books sent in 1861.	Value of Books sent in former years.	Total value of Books sent.	No. of Volumes taken out during the year.	No. of separate applications for book-currency during the year.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.	Libraries.	Volumes.			
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.																			
1 Glengarry.....				200 00	200 00	454	211	210	9	1050														
2 Stormont.....				560 00	560 00	1144	77	48	15	1480														
3 Dundas.....				800 00	800 00	1401	230	51	26	2086														
4 Prescott.....				912 00	912 00	1788	1	5	19	3076														
5 El Dorado.....				652 37	652 37	1270	5	289	27	909														
6 Carleton.....	21 00	21 00	42 00	1865 02	1907 02	3836	661	289	27	3478														
7 Grenville.....				876 00	876 00	1808	377	88	23	2824														
8 Leeds.....	17 80	17 80	35 60	905 60	941 10	1894	1201	310	64	6867														
9 Lanark.....				3761 82	3761 82	8001	4883	937	56	7000														
10 Renfrew.....				1163 72	1163 72	2537	986	233	14	1613														
11 Frontenac.....	8 00	8 00	16 00	448 77	464 77	1021	81	60	30	3083														
12 Addington.....				400 00	400 00	613			25	1153														
13 Lennox.....				720 00	720 00	1556	142	45	14	1282														
14 Prince Edward.....	13 80	13 80	27 60	1200 00	1227 60	2264	600	290	38	4361														
15 Hastings.....				2701 84	2701 84	5186	2613	1064	32	3500														
16 Northumberland.....				4154 00	4154 00	8307	1576	282	78	9471														
17 Durham.....				1140 57	1140 57	2681	675	77	36	4012														
18 Peterborough.....	25 00	25 00	50 00	3205 56	3255 53	6748	430	114	17	2150														
19 Victoria.....	61 00	61 00	122 00	322 24	444 24	749	999	578	17	2270														
20 Ontario.....	94 50	94 50	189 00	4073 12	4262 12	7433	3274	1811	20	5620														
21 York.....	76 50	76 50	152 00	8015 83	8167 83	16509	13771	2476	73	10452														
22 Peel.....				4563 66	4563 66	8069	3913	1786	39	6385														
23 Simcoe.....	105 93	105 93	211 86	2739 84	3011 70	5780	2016	757	36	5911														
24 Halton.....	10 00	10 00	20 00	679 00	693 00	1391	1081	192	33	7636														
25 Wentworth.....				1596 00	1596 00	3288	1336	458	53	8172														
26 Unknt.....				450 00	450 00	743	1387	290	37	6794														
27 Lincoln.....	7 25	7 25	14 50	2360 00	2374 50	4182	2531	520	41	5427														
28 Welland.....				344 00	344 00	1697	546	155	50	6599														
Total.....	\$1254 33	\$1254 33	\$2508 66	\$86188 27	\$87696 93	168272	.....	.....	55	197193	258	63190	427	168244	2210	428598	.....	.....	.....	.....	.....	.....

CITIES.	Amount of Local Appropriation for 1861.	Amount of Legislative Appropriation for 1861.	Value of Books sent in 1861.	Value of Books sent in former years.	Total value of Books sent.	No. of Libraries exclusive of sub-divisions.	Total No. of Volumes in Libraries.	Miscellaneous.	Sunday School Libraries.	Other Public Libraries.	Common School Libraries as per foregoing columns.	Total School and Public Libraries in Upper Canada.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.							
29 Haldimand.....				3070 10	3070 10	4	5239	771	46	4908	3	2370
30 Norfolk.....				737 60	737 60	4	1420	50	56	6831	5	1200
31 Oxford.....				5022 72	5022 72	16	9694	4167	88	10904	4	1070
32 Waterloo.....				1582 87	1582 87	11	3333	550	20	2425	4	1070
33 Wellington.....				2948 41	2948 41	32	5670	300	47	6301	10	2607
34 Grey.....				2509 10	2509 10	16	4670	1845	21	2132	12	1855
35 Perth.....				2484 00	2484 00	17	4774	1620	34	4141	15	1788
36 Huron.....				4266 00	4266 00	25	8322	346	26	4289	15	2059
37 Bruce.....				201 00	201 00	10	383	854	18	1823	10	150
38 Middlesex.....				3615 24	3615 24	16	6387	2094	66	7820	12	4692
39 Elgin.....				1571 72	1571 72	10	3045	368	57	5608	8	1206
40 Kent.....				3350 00	3350 00	15	6675	2728	34	4614	6	1480
41 Lambton.....				2139 17	2139 17	15	4004	1218	23	2414	8	1350
42 Essex.....				1254 00	1254 00	4	2345	.....	11	3330	10	1040
Total.....	\$1254 33	\$1254 33	\$2508 66	\$86188 27	\$87696 93	127	168272	.....	55	197193	258	63190
1 Toronto.....				3945 87	3945 87	4	6336	10453	19	6200	9	41421
2 Belleville.....				1840 00	1840 00	1	2725	7900	12	5000	4	6120
3 Hamilton.....				1480 00	1480 00	2	2382	10400	12	4000	2	2500
4 Kingston.....				810 60	810 60	2	1114	3000	6	2533	2	2500
5 Ottawa.....				8075 51	8075 51	9	12537	.....	6	3000	1	1600
Total.....	\$80 00	\$80 00	\$160 00	\$8235 87	\$8235 87	9	12537	.....	56	20735	18	54455
1 Amherstburgh.....				330 72	330 72	3	406	1258	3	400	1	200
2 Barrie.....				199 50	199 50	1	323	1023	5	1800	1	900
3 Belleville.....				382 44	382 44	1	438	200	24	3000	2	1720
4 Berlin.....				80 00	80 00	1	154	.....	7	2000	1	1000
5 Bowmanville.....				34 00	34 00	1	75	.....	7	1800	1	520
6 Brantford.....				200 00	200 00	1	285	.....	1	275	1	700
7 Brockville.....				531 50	531 50	3	1170	1500	7	1850	2	950
8 Chatham.....				394 92	394 92	2	862	1488	3	750	1	308
9 Giffon.....				220 00	220 00	1	130	.....	4	1000	2	403
10 Cobourg.....				200 00	200 00	1	280	.....	7	1400	1	1000
11 Collingwood.....				50 32	50 32	2	52	.....	7	1400	1	1000
12 Cornwall.....				379 60	379 60	1	280	.....	4	1000	1	1000
13 Dundas.....				40 00	40 00	2	52	.....	6	1400	1	1000
14 Salt.....				40 00	40 00	1	94	.....	6	1400	1	1000
15 Goderich.....				40 00	40 00	1	94	.....	6	1400	1	1000
16 Guelph.....				40 00	40 00	1	94	.....	6	1400	1	1000

TABLE O.—STATEMENT No. 2.

The following is a full and interesting Statement of the Number and Classification of Public Library and Prize Books sent out from the Depository of the Upper Canada Educational Department, from 1853 to 1861 inclusive.

Number of Volumes sent out during the Months of	Total Volumes of Library Books.	History.	Zoology and Physiology.	Botany.	Phenomena, &c.	Physical Science.	Geology, &c.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Literature.	Voyages, &c.	Biography.	Tales and Sketches, Practical Life.	Teachers' Library.	Prize Books.	Grand total Library and Prize Books.
November, 1853.....	961	168	62	16	29	15	5	45	6	9	48	90	54	126	284	4	.....	961
December, ".....	20961	3990	1540	271	877	511	229	805	126	163	769	2604	1087	2791	4894	204	.....	20961
January, 1854.....	3129	624	279	46	143	34	30	132	29	48	151	308	201	435	545	34	.....	3129
February, ".....	7874	1290	627	125	275	237	85	307	93	65	348	830	528	738	2252	74	.....	7874
March, ".....	2161	362	164	25	62	50	27	72	22	24	103	220	182	225	556	67	.....	2161
April, ".....	1149	174	101	13	34	28	13	44	10	8	42	113	96	110	348	13	.....	1149
May, ".....	4048	797	472	56	112	98	45	211	40	32	156	527	291	597	1468	46	.....	4048
June, ".....	5236	996	476	79	276	95	40	406	41	23	176	508	294	478	1286	56	.....	5236
July, ".....	9305	1601	937	159	406	208	81	795	81	38	420	812	528	919	2320	70	.....	9305
August, ".....	7142	1028	574	92	199	136	61	521	70	24	411	555	447	677	2303	44	.....	7142
September, ".....	9372	1269	596	127	230	132	66	847	79	16	368	598	541	710	3751	42	.....	9372
October, ".....	9727	1484	883	183	256	219	110	966	112	28	647	685	608	872	2649	65	.....	9727
November, ".....	4282	619	278	74	110	92	47	304	33	8	308	423	322	404	1214	47	.....	4282
December, ".....	2386	389	145	51	69	22	25	245	19	7	106	184	102	228	715	20	.....	2386
January, 1855.....	4370	805	392	64	110	214	48	231	50	8	186	608	357	468	935	94	.....	4370
February, ".....	1667	174	100	17	65	22	9	100	21	3	62	159	134	185	506	20	.....	1667
March, ".....	630	83	43	12	16	10	6	28	2	.....	32	74	49	44	225	15	.....	630
April, ".....	2594	398	160	20	41	48	15	178	18	2	48	370	248	359	651	29	.....	2594
May, ".....	4100	724	331	50	69	48	39	309	34	22	291	399	338	485	908	53	.....	4100
June, ".....	5446	1047	405	71	95	90	35	388	45	14	355	581	607	446	1197	101	.....	5446
July, ".....	1704	428	98	8	24	61	6	104	22	7	105	141	153	171	346	30	.....	1704
August, ".....	1941	508	153	37	35	59	11	91	5	6	108	208	165	171	277	14	.....	1941
September, ".....	1610	402	36	4	10	16	6	100	1	2	91	208	182	314	314	31	.....	1610
October, ".....	2495	612	211	9	46	53	14	214	4	11	128	258	418	301	263	23	.....	2495
November, ".....	1213	104	116	12	32	27	9	56	3	1	40	206	153	139	206	19	.....	1213
December, ".....	571	100	36	5	15	6	2	9	3	.....	8	59	87	40	231	3	.....	571
January, 1856.....	245	36	36	.....	3	24	9	72	11	3	8	22	4	6	2	10	.....	245
February, ".....	20	4	4	.....	.....	.....	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	20
March, ".....	1369	261	41	4	10	27	9	74	16	2	52	264	69	135	338	37	.....	1369
April, ".....	571	137	20	2	21	8	5	14	1	1	30	62	41	81	140	8	.....	571

TABLE O.—STATEMENT No. 2.—(Continued.)

Number of Volumes sent out during the Months of	Total Volumes of Library Books.	History.	Zoology and Physiology.	Botany.	Phenomena, &c.	Physical Sciences.	Geology, &c.	Natural Philosophy and Manufactures.	Chemistry.	Agricultural Chemistry.	Practical Agriculture.	Literature.	Voyages, &c.	Biography.	Tales and Sketches, Practical Life.	Teachers' Library.	Prize Books.	Grand Total Library and Prize Books.	
1856	484	105	10		5	4	1	3		1	18	41	41	32	173			484	
May	794	150	49	14	36	6	5	19	2	2	35	74	74	61	108	26	26	794	
June	1796	236	129	12	83	13	12	69	6	2	46	184	154	313	515	22	22	1796	
July	351	77	5		5	21	3	16		2	1	55	30	29	103	4	4	351	
August	272	19			3			5				4		11	227	2	2	272	
September	1050	225	57	30	46	37	3	88	2		40	54	53	109	264	21	21	1050	
October	2544	382	104	32	50	35	7	132	5	3	76	266	167	378	848	50	50	2544	
November	4233	870	197	24	135	112	23	164	12	14	111	495	369	544	1094	60	60	4233	
December	4435	691	288	46	51	171	35	283	37	9	130	464	304	565	1359	31	31	4435	
1857	5572	1049	410	73	110	182	35	393	30	16	274	546	347	723	1326	53	15	5572	
January	8619	1386	439	86	146	215	59	553	39	19	323	622	684	1023	2937	58	171	8619	
February	1261	177	87	22	48	38	10	103	7	6	99	100	98	162	295	9	40	1261	
March	2283	302	108	25	67	34	9	56	4	4	115	62	203	195	1073	26	26	2283	
April	2585	586	172	18	62	57	20	126	1	8	127	242	257	319	694	26	260	2585	
May	2000	405	149	23	41	51	18	111	16	1	107	115	156	248	639	20	2000		
June	1200	261	75	11	49	35	4	45		2	10	49	106	119	342	16	141	1200	
July	448	125	32	2	9	8	5	23		2	10	49	106	119	342	16	141	448	
August	357	18	9	4	16	5		6			7	26	21	47	194	4	198	357	
September	172	78	9		9	1		3			3	6	9	12	42		172	172	
October	891	237	15	1	24	20		22		1	16	69	49	62	875		1566	891	
November	74	22																74	74
December	81	22																81	81
1858	840	113	44	6	1	16	1	26	11		20	37	99	74	356	2	269	840	
January	1102	257	63	12	25	28	14	28			34	91	110	104	330	5	843	1102	
February	776	166	61	7	10	8	4	40	8		24	46	83	79	234	6	683	776	
March	414	80	19	3	5	3	6	19			7	15	18	12	33		414	414	
April	475	88	35	9	23	4	1	12			16	116	28	48	90		475	475	
May	1249	268	124	26	28	6	4	36			17	116	28	48	90		1249	1249	
June	506	118	6			4	12	9			14	67	77	52	145		506	506	
July	1551	348	126	16	54	12	13	74	4	1	17	155	138	158	393	33	630	1551	
August	367	40	16	3	5	6	1	31	1	2	28	31	18	78	95	11	2111	367	
September	868	224	78	11	17	9	17	32	7	2	42	104	100	106	91	28	708	868	
October																			
November																			
December																			
1859																			
January																			

February	3361	520	228	53	59	70	48	157	42	6	69	460	225	411	935	69	543	3904	
March	277	32	20	2	10	4	7	12	3	2	3	13	20	16	136		901	1778	
April	1437	363	61	17	39	35	17	84	8		40	255	108	210	230	30	398	672	
May	126	18	15	2	11	5	3	21	2		5	60	27	55	225	14	1281	1772	
June	652	123	43	16	20	9	11	20	7		21	60	10	8	42		862	1514	
July	516	113	24	1	3	9	8	24			7	73	32	88	161	3	406	952	
August	614	108	34	9	23	15	5	35			29	48	70	80	149	6	455	1069	
September	359	72	16	12	15	6	16	14			3	20	33	44	113	9	73	1145	
October	486	79	23	9	1	8	2	16			4	71	22	44	107	10	1223	1709	
November	308	79	23	1	1	1	2	16			9	30	25	35	181	2	4191	4499	
December	1075	196	54	20	9	28	12	30			27	149	106	129	230	10	890	1965	
1860	477	63	36	11	17	4	10	30			9	19	26	67	132	1	945	1122	
January	359	64	23	7	11	11	7	28			13	37	26	45	95	5	2530	2839	
February	559	64	23	7	11	11	7	28			13	37	26	45	95	5	546	883	
March	932	203	50	18	28	26	8	53			16	79	75	90	200	29	1215	2147	
April	337	44	14	4	11	17	15	24			14	37	30	40	55	5	546	883	
May	1240	193	48	14	18	15	8	62			12	115	99	123	405	23	1768	3008	
June	1004	169	61	19	30	19	9	62			12	115	99	123	405	23	1768	3008	
July	155	28	9	10	17	10	3	14			7	92	86	139	214	20	1553	2557	
August	393	83	10	3	8	8	1	23			3	3	8	13	40	3	864	1019	
September	753	129	32	15	30	12	7	22			5	32	40	73	168	5	665	1061	
October	569	70	35	9	12	6	4	22			48	112	81	90	163	70	1033	1788	
November	1768	304	103	31	49	45	26	149			100	116	100	298	371	39	7074	8832	
December	740	120	23	10	13	11	11	35			12	100	116	125	167	27	1322	2062	
1861	892	170	45	4	13	17	15	40			34	80	97	141	217	13	1047	1939	
January	924	175	41	7	9	6	8	31			42	81	119	114	270	13	2940	3804	
February	178	20	2	1	1	16	5	20			15	127	75	116	160	21	1330	2122	
March	237	64	13	3	4	4	1	3			2	6	23	15	105		1133	1311	
April	400	59	6	1	1	2	1	6			10	13	33	28	56	5	3607	3544	
May	373	111	13	2	5	2	1	6			17	9	28	31	232	3	2197	2597	
June	390	70	23	8	4	5	3	11			17	9	28	31	232	3	2197	2597	
July	489	110	33	3	13	11	6	21			5	42	35	73	68	5	687	1060	
August	735	184	44	21	18	4	4	25			24	32	64	33	109	4	576	976	
September	384	52	23	1	15	5	1	10			2	62	84	104	160	16	2312	3047	
October																			
November																			
December																			
Total to 31st December, 1861	193304	34163	13433	2499	5350	4206	1686	11373	1368	726	8166	19860	14802	21615	52625	2235	69316	263120	

Deduct volumes returned for exchange, &c..... 616

Volumes sent to Mechanics' Institutes, &c., not included in the above..... 262504

Grand total Library Books, &c., despatched up to 31st December, 1861..... 270643

TABLE O.—STATEMENT No. 2.—PRISON LIBRARIES IN UPPER CANADA.

The following table shews the number of volumes sent out to various Prisons, &c., during the years 1856-61:—

PRISON LIBRARIES.	Amount received.	Legislative App'ment.	Total.	Volumes.
1856:	\$ cts.	\$ cts.	\$ cts.	
Peterborough Jail.....	22 16½	22 16½	44 33	94
Toronto Jail.....	131 63	131 63	263 26	616
Woodstock Jail.....	20 00	20 00	40 00	71
	173 79½	173 79½	347 59	781
1857:				
Lanark and Renfrew Jail.....	60 00	60 00	120 00	282
Provincial Penitentiary.....	46 13	46 13	92 26	174
Whitby Jail.....	20 00	20 00	40 00	106
	126 13	126 13	252 26	562
1858:				
Provincial Penitentiary.....	100 00	100 00	200 00	251
1859:				
Brockville Jail.....	40 00	40 00	80 00	154
Guelph Jail.....	20 00	20 00	40 00	94
Pictou Jail.....	10 00	10 00	20 00	43
Sarnia Jail.....	25 00	25 00	50 00	93
Woodstock Jail.....	19 75	19 75	39 50	82
Reformatory Prison, Penetanguishene.....	17 00	17 00	34 00	96
	131 75	131 75	263 50	562
1860:				
Barrie Jail.....	20 00	20 00	40 00	84
Goderich Jail.....	25 16	25 16	50 32	87
London Jail.....	5 00	5 00	10 00	14
Peterborough Jail.....	20 00	20 00	40 00	82
Whitby Jail.....	10 00	10 00	20 00	36
Reformatory Prison, Penetanguishene.....	47 66	47 66	95 32	150
	127 22	127 82	255 64	453
1861:				
Grey Jail.....	10 00	10 00	20 00	47
1858:				
Provincial Lunatic Asylum.....	111 93½	111 93½	223 87	386
1860:				
Malden Lunatic Asylum.....	52 00	52 00	104 00	176
RECAPITULATION:				
For the year 1856.....	173 79½	173 79½	347 59	781
For the year 1857.....	126 13	126 13	252 26	562
For the year 1858.....	100 00	100 00	200 00	251
For the year 1859.....	131 75	131 75	263 50	562
For the year 1860.....	127 82	127 82	255 64	453
For the year 1861.....	10 00	10 00	20 00	47
Lunatic Asylums, as above, 1858.....	111 93½	111 93½	223 87	386
" " " 1860.....	52 00	52 00	104 00	176
	\$833 43	\$833 43		
Grand Total.....			\$1666 86	8218

TABLE O.—STATEMENT No. 3.

TABLE shewing the value of articles sent out from the Educational Depository during the years 1851 to 1861 inclusive:

YEAR.	Articles on which the 100 per cent. has been apportioned from the Legislative Grant.		Articles sold at Catalogue prices, without any apportionment from the Legislative Grant.	Total value of Library, Prize, and School Books, Maps, and Apparatus despatched.
	Public School Library Books.	Maps, Apparatus and Prize Books.		
	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1851.....			1414 25	1414 25
1852.....			2981 13	2981 13
1853.....			4233 14	4233 14
1854.....	51376 23		5514 18	56890 41
1855.....	9947 15	4655 53	4389 40	18092 08
1856.....	7205 62	9326 87	5726 76	22253 25
1857.....	16200 92	18118 28	6451 20	40770 40
1858.....	4882 94	11810 28	6972 05	22765 32
1859.....	5805 64	11905 02	6679 30	24389 96
1860.....	5289 56	16832 17	5416 64	27338 37
1861.....	4084 22	16231 14	4894 52	25229 88
Total.....	\$103892 33	\$88893 29	\$54672 57	\$247458 19.

TABLE O.—STATEMENT NO. 4.

The following Statistical Table has been compiled from the "Trade and Navigation Returns" for the years specified, shewing the gross value of books (not maps or school apparatus) imported into Canada. This table proves conclusively how incorrect is the statement that the operations of the Educational Depository interfere with the interests of the booksellers:*

YEAR.	Value of Books entered at Ports in Lower Canada.	Value of Books entered at Ports in Upper Canada.	Total value of Books imported into the Province.	Proportion imported for the Educational Department of Upper Canada.
1850.....	\$101880	\$141700	\$243580	\$ 84
1851.....	120700	171732	292432	3296
1852.....	141176	159268	300444	1488
1853.....	156700	254280	412980	22764
1854.....	171452	307808	479260	44060
1855.....	194356	338792	533148	25624
1856.....	208636	427992	636628	10208
1857.....	224400	309172	533572	16028
1858.....	171255	191942	363197	10692
1859.....	139057	184304	323361	5308
1860.....	155604	252504	408108	8846
1861.....	185612	344621	530233	*
1850 to 1861.....	\$1972828	\$3084115	\$5056943	\$148798

N. B.—Up to 1854, the "Trade and Navigation Returns," give the value on books entered at every port in Canada separately; after that year, the Reports give the names of the principal ports only, and the rest as "Other Ports." In 1854, the proportion entered in Lower Canada was within a fraction of a third part of the whole, and, accordingly, in compiling this table for the years 1855-60, the value entered in "Other Ports" is divided between Upper and Lower Canada, in the proportion of two-thirds to the former and one-third to the latter.

* This column for 1861 cannot yet be filled up, on account of the prolonged detention of the Depository invoices at the Audit Office.

[NOTES TO PRECEDING PAGE.]

*From the *Annual Review of the Trade of Toronto*, for 1860, we insert the following: "WHOLESALE STATIONERY AND BOOKS.—This branch of trade, the existence of which in its present distinct character only dates back a few years, has been prosperous during the past season, and is rapidly becoming an important item in the commerce of the city. * * * The supplying of all the children in the country, at school, is an extensive trade in itself, not only with stationery but with school books, ranging from the primer to the classics. It will thus be seen that this is no unimportant trade; and Toronto is fortunate in possessing a number of establishments exclusively devoted to the business, which in point of energy and ability, are not surpassed by any other branch. * * * The importations of books and stationery into Toronto, for three years past, are as follows:

	1858.	1859.	1860.
"Devotional Books, - - - - -	\$.....	\$28,773	\$100,350
Books, periodicals, and pamphlets, - - -	99,575	55,384	19,169
Stationery, - - - - -	33,097	33,423	27,519."

We also insert the following from the *Annual Review of Trade in Toronto for 1861*: "WHOLESALE STATIONERY AND BOOKS.—No change of material importance has taken place in this trade during the year. Sales have not been so large as anticipated, yet they do not fall short of the preceding year. The depressed condition of the trade in the United States has caused a number of bankrupt stocks to be thrown into the market, at this and at other points, composed for the most part of a great deal of trash,† leavened with a very little of really sound literature. American houses, hitherto reported as rich, have likewise held auctions and sold at very low rates. Notwithstanding this; however, the regular legitimate trade has not languished, and on the whole has resulted satisfactorily. Of the standard works of English literature, there has been a fair amount imported, but the new publications, especially those from the American press, have been brought in very sparingly. The retail trade is in a generally healthy condition, and its character, especially in the country, is yearly improving. * * * Other indications of quite as favorable a character are noted, and the trade must prosper with the progress of the country. * * * The importations for the year, of books, are \$155,842 against \$119,419 last year—an increase of \$36,423. Of stationery, the imports amount to \$28,765 against \$27,519 last year—a difference only of \$1,146 in favor of 1861."

†Dr. Russell, the admirable correspondent of the *London Times*, in a letter dated Toronto, February 1st, thus refers to this class of literature, which is silently circulated in numerous channels throughout Canada. He says (referring to Hamilton): "A pretty custom house in cut stone, from which floated the Union Jack—the first I have set eyes on for many a long month—flanks the entrance from the railway station to the long straggling town, which but for that token might be taken to be in the United States—Indeed, the influence of the Republic extends some way into the dominions of Her Majesty. The people in the carriages were reading the paltry pictorial papers which do so much to deprave the taste of the Americans, and to unsettle their notions in perspective and in material forms, or were deep in the pirated editions of English works which constitute the staple trade of the mass of "enterprising publishers." The New York papers were the only journals hawked about for sale in the train. The sides of the train were covered with New York and Boston advertisements. Not a smack of Canada, in book, or print, or journal, or trade, could be detected."

TABLE P.—THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA.—(Continued.)

MUNICIPALITIES AND SCHOOL SECTIONS.	MONEYS.		MAPS OF										APPARATUS.		SUBJECT BOOKS.	PRIZE BOOKS.		
	Local Contribution.	Legislative Appropriation.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.	Great Britain, Ire-land, &c.	Singie Hemispheres.	Classical and Scip-tural.	Other Maps and Charts.	Globes.	Other School Appa-ratus (pieces).	Historical and other Lessons (pieces).	No. of Volumes.	
				\$ cts.	\$ cts.	\$ cts.												
<i>Hyson:</i>																		
Ashfield, No. 5.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	45	
Biddulph, No. 2.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	49	
" No. 4.	11 00	11 00	22 00	1	1	1	1	1	1	1	1	1	1	2	38	48		
Colborne, No. 2.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	50	
" No. 3.	10 00	10 00	20 00	1	1	1	1	1	1	1	1	1	1	1	1	1	57	
" No. 4.	9 50	9 50	19 00	1	1	1	1	1	1	1	1	1	1	1	1	1	65	
" No. 5.	5 15	5 15	10 30	1	1	1	1	1	1	1	1	1	1	1	1	1	46	
" No. 6.	8 00	8 00	16 00	1	1	1	1	1	1	1	1	1	1	1	1	1	63	
Goderich, No. 1.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	52	
" No. 2.	8 00	8 00	16 00	1	1	1	1	1	1	1	1	1	1	1	1	1	56	
" No. 3.	3 00	3 00	6 00	1	1	1	1	1	1	1	1	1	1	1	1	1	66	
" No. 4.	3 00	3 00	6 00	1	1	1	1	1	1	1	1	1	1	1	1	1	65	
" No. 5.	3 00	3 00	6 00	1	1	1	1	1	1	1	1	1	1	1	1	1	61	
" No. 6.	3 00	3 00	6 00	1	1	1	1	1	1	1	1	1	1	1	1	1	50	
" No. 7.	6 00	6 00	12 00	1	1	1	1	1	1	1	1	1	1	1	1	1	48	
Grey, No. 7.	5 36	5 36	10 72	1	1	1	1	1	1	1	1	1	1	1	1	1	55	
Hay, No. 2.	12 52	12 52	25 04	1	1	1	1	1	1	1	1	1	1	1	1	1	189	
" No. 4.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	66	
" No. 8.	39 64	39 64	79 28	1	1	1	1	1	1	1	1	1	1	1	1	1	65	
Howick, No. 10.	19 15	19 15	38 30	1	1	1	1	1	1	1	1	1	1	1	1	1	61	
Hullett, No. 1.	8 00	8 00	16 00	1	1	1	1	1	1	1	1	1	1	1	1	1	50	
" No. 3.	7 00	7 00	14 00	1	1	1	1	1	1	1	1	1	1	1	1	1	48	
" No. 7.	8 00	8 00	16 00	1	1	1	1	1	1	1	1	1	1	1	1	1	55	
" No. 8.	10 00	10 00	20 00	1	1	1	1	1	1	1	1	1	1	1	1	1	189	
" No. 9.	10 00	10 00	20 00	1	1	1	1	1	1	1	1	1	1	1	1	1	55	
McGillivray, No. 2.	7 50	7 50	15 00	1	1	1	1	1	1	1	1	1	1	1	1	1	48	
" No. 3.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	55	
" No. 5.	16 00	16 00	32 00	1	1	1	1	1	1	1	1	1	1	1	1	1	55	
" No. 9.	5 93	5 93	11 86	1	1	1	1	1	1	1	1	1	1	1	1	1	189	
" No. 12.	6 00	6 00	12 00	1	1	1	1	1	1	1	1	1	1	1	1	1	100	

McKillop, No. 1.	7 80	7 80	15 60	1	1	1	1	1	1	1	1	1	1	1	1	1	50
" No. 4.	17 67	17 67	35 34	1	1	1	1	1	1	1	1	1	1	1	1	1	36
" No. 5.	5 80	5 80	11 60	1	1	1	1	1	1	1	1	1	1	1	1	1	50
" No. 6.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	34
Morris, No. 1.	5 80	5 80	11 60	1	1	1	1	1	1	1	1	1	1	1	1	1	48
" No. 2.	12 00	12 00	24 00	1	1	1	1	1	1	1	1	1	1	1	1	1	56
Wawanosh, No. 1, U. S. S.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	50
" No. 3.	21 24	21 24	42 48	1	1	1	1	1	1	1	1	1	1	1	1	1	34
" No. 7.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	3
Stanley, No. 1.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	40
" No. 3.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	107
" No. 10.	11 25	11 25	22 50	1	1	1	1	1	1	1	1	1	1	1	1	1	56
Stephen, No. 1.	8 00	8 00	16 00	1	1	1	1	1	1	1	1	1	1	1	1	1	50
" No. 3.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	34
" No. 5.	5 80	5 80	11 60	1	1	1	1	1	1	1	1	1	1	1	1	1	3
" No. 7.	23 00	23 00	46 00	1	1	1	1	1	1	1	1	1	1	1	1	1	46
Tuckersmith, No. 2.	13 12	13 12	26 24	1	1	1	1	1	1	1	1	1	1	1	1	1	50
" No. 6.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	43
" No. 8.	15 00	15 00	30 00	1	1	1	1	1	1	1	1	1	1	1	1	1	62
" No. 9.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	82
Turnberry, No. 4, U. S. S.	13 00	13 00	26 00	1	1	1	1	1	1	1	1	1	1	1	1	1	62
Uxborne, No. 4.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	60
" No. 9.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	249
<i>Bruce:</i>																	
Arran, No. 9.	15 50	15 50	31 00	1	1	1	1	1	1	1	1	1	1	1	1	1	50
Branh, No. 1.	6 00	6 00	12 00	1	1	1	1	1	1	1	1	1	1	1	1	1	43
" No. 1, U. S. S.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	62
" No. 2.	40 00	40 00	80 00	1	1	1	1	1	1	1	1	1	1	1	1	1	50
" No. 3.	6 00	6 00	12 00	1	1	1	1	1	1	1	1	1	1	1	1	1	249
" No. 5.	6 00	6 00	12 00	1	1	1	1	1	1	1	1	1	1	1	1	1	50
" No. 9.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	43
" No. 10.	12 00	12 00	24 00	1	1	1	1	1	1	1	1	1	1	1	1	1	62
Bruce, No. 5, U. S. S.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	82
Carriek, No. 1, U. S. S.	7 80	7 80	15 60	1	1	1	1	1	1	1	1	1	1	1	1	1	62
" No. 2.	6 80	6 80	13 60	1	1	1	1	1	1	1	1	1	1	1	1	1	82
" No. 3.	8 75	8 75	17 50	1	1	1	1	1	1	1	1	1	1	1	1	1	41
" No. 4.	6 00	6 00	12 00	1	1	1	1	1	1	1	1	1	1	1	1	1	62
" No. 6.	7 13	7 13	14 26	1	1	1	1	1	1	1	1	1	1	1	1	1	62
" No. 7.	5 24	5 24	10 48	1	1	1	1	1	1	1	1	1	1	1	1	1	82
Calross, No. 4.	5 80	5 80	11 60	1	1	1	1	1	1	1	1	1	1	1	1	1	41
Miderale, No. 5.	6 80	6 80	13 60	1	1	1	1	1	1	1	1	1	1	1	1	1	62
" No. 6.	5 80	5 80	11 60	1	1	1	1	1	1	1	1	1	1	1	1	1	82
" No. 8.	8 00	8 00	16 00	1	1	1	1	1	1	1	1	1	1	1	1	1	41
Harro, No. 4, U. S. S.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	87
" No. 5.	5 00	5 00	10 00	1	1	1	1	1	1	1	1	1	1	1	1	1	41

TABLE P.—THE GRAMMAR AND COMMON SCHOOLS OF UPPER CANADA, 1861.—(Continued.)

MAPS, APPARATUS, AND PRIZE BOOKS SUPPLIED BY THE EDUCATIONAL DEPARTMENT DURING THE YEAR.

MUNICIPALITIES AND SCHOOL SECTIONS.	MONEYS.		MAPS OF							APPARATUS.		OBJECT LESSONS (Historical and other lessons in sheets).	PRIZE BOOKS. (No. of Volumes.)				
	Local Contribution.	Legislative Appropriation.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.	Great Britain, Ireland, &c.	Single Hemispheres.			Historical and Scriptural.	Other Maps and Charts.	Globes.	Other School Apparatus.
Villages:																	
Fergus.....	8 00	8 00	16 00												57		
Holland Landing.....	10 00	10 00	20 00												62		
Iroquois.....	10 25	10 25	32 50												73		
Grammar School.....	50 00	50 00	100 00												120		
Mitchell.....	21 55	24 55	49 10												174		
Napanee, U. G. & C. S.....	27 70	27 70	55 40												81		
Newburgh, U. G. & C. S.....	16 40	10 40	32 80												120		
New Hamburg.....	17 98	17 98	35 98												144		
Newmarket Grammar School.....	18 00	18 00	36 00												104		
" R. C. S. S.....	16 31	16 31	32 62												111		
Oshawa.....	22 19	22 19	44 38												36		
" R. C. S. S.....	9 25	9 25	18 50												212		
Portsmouth.....	16 80	10 00	26 80												\$1		
Preson.....	20 00	20 00	40 00												94		
" R. C. S. S.....	10 00	10 00	20 00												104		
Smith's Falls.....	32 00	32 00	64 00												111		
Strling.....	10 00	10 00	20 00												36		
" U. G. & C. S.....	11 00	11 00	22 00												212		
Stratford.....	24 19	24 19	48 38												94		
" Grammar School.....	10 00	10 00	20 00												33		
Welland.....	25 00	25 00	50 00												70		
Yorkville.....	11 00	11 00	22 00												26931		
Total for 1861.....	8125 57	8125 57	16251 14	156 283	223 211	244 201	357 159	192 319	169 139	9268 127-16	20104	26931					
Total for 1862.....	8416 08	8416 08	16832 17	218 324	260 259	280 266	401 219	107 339	183 194	127-16	20104	26931					
Increase.....				62 41	32 45	36 95	44 60	25 10	19 607								
Decrease.....																	

Recapitulation.	Local Contribution.	Legislative Appropriation.	Total.	The World.	Europe.	Asia.	Africa.	America.	Canada.	Great Britain, Ireland, &c.	Single Hemispheres.	Historical and Scriptural.	Other Maps and Charts.	Globes.	Other School Apparatus.	OBJECT LESSONS (Historical and other lessons in sheets).	PRIZE BOOKS. (No. of Volumes.)
Total for 1855.....	2327 76	2327 76	4655 53	135 142	108 108	94 106	116 95	116 95	48 48	106 116	116 95	116 95	41 467	48 48	48 48	7690	69816
" 1856.....	4660 43	4660 43	9320 87	130 266	201 185	232 277	196 287	78 192	103 1540	277 196	196 287	277 196	78 192	103 1540	103 1540	13200	2557
" 1857.....	9059 14	9059 14	18118 28	245 437	353 316	376 421	515 405	330 836	201 2724	421 515	405 330	405 330	330 836	201 2724	201 2724	25891	8045
" 1858.....	5905 11	5905 11	11810 28	331 227	203 177	201 234	260 159	143 466	139 2024	234 260	159 143	143 466	139 2024	139 2024	139 2024	12350	8045
" 1859.....	5982 51	5982 51	11905 02	204 261	224 180	252 223	263 132	173 284	135 1164	223 263	132 173	132 173	135 1164	135 1164	135 1164	9418	12089
" 1860.....	8416 08	8416 08	16832 17	218 324	260 259	280 266	401 219	107 339	183 194	401 219	107 339	107 339	183 194	183 194	183 194	12746	20194
" 1861.....	8125 57	8125 57	16251 14	156 283	223 211	244 201	357 159	192 319	169 139	357 159	159 192	159 192	349 349	169 1339	169 1339	9268	26931
Grand Total for Seven Years.....	\$44440 64	\$44440 64	\$88893 29	1225 1940	1577 1434	1681 1768	2087 1341	1124 2953	1043 11263	2087 1341	1124 2953	1124 2953	1043 11263	1043 11263	1043 11263	80603	69816

TABLE Q.—THE SUPERANNATED OR WORN-OUT COMMON SCHOOL TEACHERS.

No.	Name.	Religious Faith.	County of Birth.	Residence. (Municipality.)	Cause of Discontinuing Teaching.	Age in 1861.	Years of Teaching in Upper Canada.	Net amount of Pension paid from 1st January to 31st December, 1861. Sub- scription	For the Year.
1	John McAuley.	Church of Scotland.	Ireland.	Innisfil.	Age and Infirmary.	79	22	cta. 40 75	1860—1861
2	Dead.								
3	Robert Mason.	Presbyterian.	Scotland.	Lanark.	Age and Infirmary.	81	28	34 50	1860—1861
4	Magnus Swanson.	Baptist.	Scotland.	Markham.	Age and Infirmary.	78	18	20 75	1860—1861
5	Dead.								
6	Donald Currie.	Church of Scotland.	Scotland.	Aldboro'.	Age and Infirmary.	73	18	20 75	1860—1861
7	Dead.								
8	John O'Connor.	Roman Catholic.	Ireland.	Charlottenburg.	Age and Infirmary.	83	35	19 87	1861
9	Dead.								
10	Dead.								
11	Thos. J. Gracie.	Universalist.	Ireland.	Arthur.	Infirmary.	54	18	9 25	1861
12	Dead.								
13	James Benton.	Church of Scotland.	Scotland.	Finch.	Infirmary.	65	25	30 38	1860—1861
14	Henry Gough.	Church of England.	Ireland.	Burford.	Age and Infirmary.	76	30	16 75	1861
15	James Breakenridge.	Wesleyan Methodist.	Upper Canada.	Madoc.	Infirmary.	57	32	18 00	1861
16	John Gillon.	Church of Scotland.	Scotland.	Ramsay.	Age and Infirmary.	79	25 1/2	48 18	1860—1861
17	Robert C. Mills.	Church of England.	Ireland.	Horton.	Age and Infirmary.	75	23	27 62	1860—1861
18	Dead.								
19	Peter Stewart.	Church of Scotland.	Scotland.	Perth.	Age and Infirmary.	78	22	26 25	1861
20	David Thompson.	Church of England.	Scotland.	Niagara.	Age and Infirmary.	72	38	48 25	1861
21	John Price.	Church of England.	Ireland.	Brackville.	Age and Infirmary.	69	24	29 00	1861
22	William Gordon.	Presbyterian.	Ireland.	Horton.	Age and Infirmary.	74	30	16 75	1861
23	Crawford Rainey.	Wesleyan Methodist.	Ireland.	Ernestown.	Infirmary.	56	17	19 37	1861
24	Benjamin Warren.	Ch h of England.	Ireland.	Augusta.	Age and Infirmary.	77	27	14 88	1861
25	Thomas McMaster.	Ch h of England.	Ireland.	McKillop.	Infirmary.	65	20	23 50	1861
26	Resumed teaching.								
27	William McEdward.	Church of Scotland.	Scotland.	Lancaster.	Age and Infirmary.	71	26 1/2	32 43	1861
28	Withdrawn.								
29	George Fieldhouse.	Society of Friends.	England.	Fenelon.	Age and Infirmary.	75	30	37 25	1860—1861
30	Dead.								
31	John McKenzie.	Presbyterian.	Scotland.	Lanoster.	Age and Infirmary.	70	17 1/2	20 08	1860—1861
32	Patrick Benson.	Roman Catholic.	Ireland.	Longueuil.	Age and Infirmary.	80	30	37 25	1860—1861
33	Dead.								

34	Dead.								
35	Donald McDonald.	Roman Catholic.	Scotland.	Lochiel.	Age and Infirmary.	75	13	13 87	1861
36	Dead.								
37	James Brennan.	Roman Catholic.	Ireland.	Ennismore.	Age and Infirmary.	77	35	44 13	1861
38	Dead.								
39	William M. Hynes.	Presbyterian.	Ireland.	Prescott.	Age and Debility.	67	34	53 48	1860—1861
40	Jane Johnston.	Church of England.	Ireland.	Pelham.	Infirmary.	57	21	24 88	1861
41	W. K. Thornhill.	Church of England.	Ireland.	Elizabethtown.	Infirmary.	63	22	26 25	1861
42	William Irvine.	Church of England.	Ireland.	Kingston.	Age and Infirmary.	79	17 1/2	8 94	1861
43	Dead.								
44	John Fletcher.	Presbyterian.	Scotland.	Tilbury, E.	Infirmary.	53	18	9 25	1861
45	John B. Enois.	Church of England.	Upper Canada.	Portland.	Infirmary.	65	27	33 12	1860—1861
46	John Nowlan.	Church of England.	Ireland.	Bunsley, N.	Age and Infirmary.	70	24	29 00	1861
47	W. P. Huston.	Presbyterian.	Ireland.	Mountain.	Age and Infirmary.	77	23	27 63	1860—1861
48	George Reynolds.	Roman Catholic.	Ireland.	Camden, E.	Age and Infirmary.	66	28 1/2	35 18	1861
49	Dead.								
50	William Martin.	Presbyterian.	Ireland.	Oxford.	Age and Infirmary.	70	14	15 25	1860—1861
51	Not heard from.								
52	Michael Koen.	Roman Catholic.	Ireland.	Kingston.	Age and Infirmary.	70	25 1/2	31 06	1861
53	Alexander Miller.	Presbyterian.	Scotland.	Wolford.	Age and Infirmary.	75	28 1/2	15 81	1861
54	John Donald.	Presbyterian.	Scotland.	Dalhousie.	Infirmary.	62	20 1/2	24 18	1860—1861
55	Angus McDonnell.	Roman Catholic.	Scotland.	Kenyon.	Age and Infirmary.	66	33 1/2	42 08	1860—1861
56	Resumed Teaching.								
57	John Livingston.	Presbyterian.	Scotland.	Dalhousie.	Age and Infirmary.	70	25 1/2	31 06	1860—1861
58	Gilbert McAulay.	Church of Scotland.	Ireland.	Sunnisdale.	Age and Infirmary.	81	18	32 25	1860—1861
59	Gideon Gibson.	Church of England.	Ireland.	Emily.	Age and Infirmary.	76	19	22 12	1860—1861
60	William Begg.	Presbyterian.	Scotland.	Goderich.	Age and Infirmary.	67	17	19 38	1860—1861
61	Dead.								
62	Donald McDougall.	Not Stated.	Scotland.	Lochiel.	Infirmary.	61	14	15 25	1861
63	Henry St. Ledger.	Church of England.	Ireland.	London.	Age and Infirmary.	77	21	11 12	1860—1861
64	Robert Thompson.	Church of Scotland.	Scotland.	Cornwall.	Infirmary.	57	20	10 50	1860—1861
65	Dead.								
66	Dead.								
67	Patrick McKeo.	Roman Catholic.	Ireland.	Osnabruck.	Age and Infirmary.	88	17	19 38	1860—1861
68	Dead.								
69	Dead.								
70	Dead.								
71	Thomas White.	Congregationalist.	England.	Hawkesbury.	Debility.	71	23 1/2	12 84	1861
72	Joshua Wooster.	Methodist.	United States.	Brighton.	Age and Infirmary.	67	22	26 25	1861
73	Norman McLeod.	Presbyterian.	Scotland.	Lochiel.	Age and Infirmary.	69	16	28 00	1860—1861
74	Samuel P. Stiles.	Methodist.	United States.	Carradoc.	Age and Infirmary.	77	40	23 00	1860—1861
75	M. Kineborough.	Church of England.	Ireland.	Ernestown.	Age and Infirmary.	81	31	35 37	1860—1861
76	Dead.								
77	Archd. Campbell.	Presbyterian.	Scotland.	Charlottenburg.	Age and Infirmary.	78	7	5 62	1860—1861
78	Wm. Foster.	Wesleyan Methodist.	Ireland.	Elizabethtown.	Infirmary.	61	22	26 25	1860—1861
79	John Glasford.	Wesleyan Methodist.	Canada.	Smith's Falls.	Infirmary.	61	18 1/2	21 43	1860—1861
80	John Hoyt.	Baptist.	United States.	Haldimand.	Age and Infirmary.	88	25	47 13	1860—1861
81	Wm. Power.	Wesleyan Methodist.	Canada.	Napanee.	Infirmary.	62	30	37 25	1860—1861

TABLE Q.—THE SUPERANNUATED OR WORN-OUT COMMON SCHOOL TEACHERS.—Continued.

No.	Name.	Religious Faith.	Country of Birth.	Residence, (Municipality.)	Cause of Discontinuing Teaching.	Age in 1861.	Years of Teaching in Upper Canada.	Net amount of Pension paid from 1st January to 31st December, 1861.	For the Year.
32	John Vert.	Presbyterian	Scotland	Albion	Infirmity	61	21½	\$ 25 56	1860—1861
33	Wm. Benson	Second Advent	Scotland	Ameliasburgh	Infirmity	64	23	27 62	1860—1861
34	Wm. Kearns	Church of England	Ireland	Windsor	Age and Infirmity	69	25	30 38	1860—1861
35	Dead.								
36	James Loyal	Church of Scotland	Scotland	Godrich	Infirmity	69	17	19 38	1860—1861
37	John Healy	Roman Catholic	Ireland	Leeds and Lansdowne	Age and Infirmity	72	26	14 25	1861
38	Hector McKee	Church of Scotland	Scotland	Charlottenburgh	Infirmity	65	20	23 50	1860—1861
39	Wm. Campbell	Wesleyan Methodist	Ireland	Marysburgh	Age and Infirmity	76	30	16 75	1860—1861
40	J. Carruthers	United Presbyterian	Scotland	City of Hamilton	Age and Infirmity	76	24	29 00	1860—1861
41	Not heard from.								
42	Emily Corzani	Roman Catholic	Upper Canada	Town of Cornwall	Infirmity	56	27	33 13	1861
43	Wm. Dermott	Church of England	Ireland	Portland	Infirmity	63	13	21 03	1861
44	James E. Durick	Church of England	Ireland	Kenora	Age and Infirmity	72	31	23 92	1861
45	Hugh Hagan	Roman Catholic	Ireland	Templeton, C. B.	Age and Infirmity	43	18½	9 56	1861
46	Walter Hick	Church of England	England	Shedfield	Age and Blindness	73	25	30 38	1860—1861
47	J. Higginbotham	Church of England	Ireland	Elmsley, North	Age and Infirmity	70	22	11 75	1861
48	T. Jones	Church of England	England	Trafalgar	Age and Infirmity	68	24	29 00	1860—1861
49	W. H. King	Christian Disciple	England	Sandwich	Age and Infirmity	87	24	20 00	1860—1861
50	Wm. Leonard	Church of England	Ireland	Artesia	Age and Infirmity	77	19½	22 81	1861
51	R. McLeod	Free Presbyterian	Ireland	Innisfil	Age and Infirmity	76	13	6 13	1860—1861
52	Not heard from.								
53	Dead.								
54	Dead.								
55	R. Williams	Church of England	Ireland	Lancaster	Age and Infirmity	66	14½	15 93	1861
56	Daniel Wing	Wesleyan Methodist	Upper Canada	Lansdowne	Infirmity	58	26	31 75	1861
57	Wm. Taylor	Church of England	Upper Canada	Charlottenburgh	Age and Infirmity	75	31	17 37	1861
58	Wm. Kane	Church of England	Ireland	Whiteburgh	Age and Infirmity	79	36	20 50	1861
59	Matthew Devereux	Church of Scotland	Ireland	Charlottenburgh	Age and Infirmity	64	23	12 38	1861
60	Michael O'Kane	Roman Catholic	Ireland	Winchester	Age and Infirmity	69	20½	10 81	1861
61	F. Q. Clondeanan	Church of England	Upper Canada	Louth	Chronic Bronchitis	58	24	29 00	1861

*Died since.

113	Dead.								
114	Alexander Jenkins	Church of England	Ireland	Port Hope	Age and Infirmity	67	18	9 25	1861
115	Isabelle Kennedy	Church of Scotland	Scotland	Charlottenburgh	Infirmity	59	22	26 25	1860—1861
116	Henry Livesley	Protestant	England	Walpole	Age and Infirmity	76	22	26 25	1860—1861
117	Not heard from.								
118	Robert Beattie	Presbyterian	Scotland	Pelham	Age and Infirmity	66	20½	24 18	1860—1861
119	John L. Biggar	Church of Scotland	Scotland	Brantford	Age and Infirmity	69	25	30 38	1860—1861
120	William Gorry	Church of Scotland	England	Derry	Age and Infirmity	71	17	19 37	1860—1861
121	Marianne Biderington	Church of England	Ireland	Goulbourn	Infirmity	50	23	23 50	1860—1861
122	Peter Fitzpatrick	Roman Catholic	Ireland	Douro	Age and Infirmity	69	20	12 38	1861
123	James Guthrie	Presbyterian	Scotland	Darling	Age and Infirmity	70	14	15 25	1860—1861
124	Dead.								
125	Woodus Johnson	Church of England	England	Goulbourn	Age and Infirmity	68	19	22 13	1860—1861
126	James Kohoe	Roman Catholic	Ireland	Crosby, N.	Infirmity	69	19	0 87	1861
127	William Leahy	Roman Catholic	Ireland	Douro	Age and Infirmity	72	12	12 50	1860—1861
128	James McQueen	Presbyterian	Scotland	Niobe	Infirmity	54	22½	41 80	1860—1861
129	John Miskely	Church of England	Ireland	Wolford	Age and Infirmity	63	12½	6 81	1861
130	William Melver	Roman Catholic	Ireland	Whitchurch	Age and Infirmity	72	16	10 50	1861
131	Patrik Wood	Church of England	Ireland	Smith	Age and Infirmity	70	16	18 00	1860—1861
132	Nicholas Fagan	Church of England	Ireland	Marysburgh	Age and Infirmity	67	13	13 87	1860—1861
133	Dead.								
134	Dead.								
135	Andrew Power	Roman Catholic	Ireland	Whitchurch	Infirmity	43	17	30 13	1860—1861
136	James Ramsey	Congregationalist	Upper Canada	Ancaster	Infirmity	56	17	30 12	1860—1861
137	Catherine Snyder	Episcopalian	Upper Canada	Osnabruck	Infirmity	52	18	20 75	1860—1861
138	James Finney	Church of England	Ireland	Oshawa	Age and Infirmity	75	16	8 00	1860—1861
139	John Tucker	Roman Catholic	Ireland	Trendinags	Age and Infirmity	68	21	38 62	1860—1861
140	John Brown	Church of England	Ireland	Shedfield	Infirmity	63	20	14 25	1861
141	John Monaghan	Roman Catholic	Ireland	Keegan	Infirmity	57	15	7 38	1861
142	Richard Youmans	Wesleyan Methodist	Upper Canada	Hallowell	Infirmity	57	20	10 50	1861
143	Dead.								
144	William Ferguson	Church of Scotland	Scotland	Dalhousie	Infirmity	61	24	13 00	1860—1861
145	Thomas Flanagan	Roman Catholic	Ireland	Malilla	Age and Infirmity	64	20	23 50	1861
146	Patrick Jones	Roman Catholic	Ireland	Thurley	Age and Infirmity	72	36	45 50	1860—1861
147	Jesse Loomis	Baptist	United States	Edwardsburgh, W.	Age and Infirmity	70	25	0 87	1861
148	Edward Ryan	Methodist	Ireland	Gwillimburgh	Age and Infirmity	70	20	30 38	1860—1861
149	Daniel Sheehan	Not stated	Ireland	Douro	Age and Infirmity	77	20	23 50	1861
150	Clement L. Clarke	Church of England	Ireland	Grimshy	Age and Infirmity	64	19½	22 81	1860—1861
151	John Douglas	Church of Scotland	Scotland	Toronto Township	Age and Infirmity	71	22	14 50	1860
152	Not heard from.								
153	Andrew Lorimer	Not mentioned	Nova Scotia	Winchester	Age and Infirmity	73	8	7 00	1860—1861
154	Robert Lucas	Church of England	Ireland	Sarnia	Age and Infirmity	69	13	6 12	1861
155	Alexander Middleton	Free Presbyterian	Scotland	Albion	Infirmity	62	20	23 50	1860—1861
156	George Miller	Free Presbyterian	Ireland	Vaughan	Age and Infirmity	75	12	5 50	1861
157	Jeremiah O'Leary	Roman Catholic	Ireland	Ops	Debility	61	22	11 12	1861
158	Dead.								
159	A. McCormick	Church of Scotland	Scotland	Yarmouth	Infirmity	64	16	18 00	1860—1861
160	John Dewar	Free Presbyterian	Scotland	Nassagawaya	Age and Infirmity	80	16	8 00	1860—1861

TABLE Q.—THE SUPERANNUATED OR WORN-OUT COMMON SCHOOL TEACHERS—(Continued.)

No.	Name.	Religious Faith.	Country of Birth.	Residence, (Municipality.)	Cause of Discontinuing Teaching.	Age in 1861.	Years of Teaching in Upper Canada.	Net amount of Pension paid from 1st January to 31st December, 1861, deducting Sub- scription.	For the year
161	Thomas Baldwin	Church of England	Ireland	City of Hamilton	Age and Infirmity	63	13	\$ 13 88	1861
162	James Bodfish	Wesleyan Methodist	England	Gaister	Infirmity	58	20	23 50	1861—1861
163	Anno Jackson	Roman Catholic	Ireland	Marysburgh	Age and Infirmity	70	21	11 13	1861
164	William Mitchell	Presbyterian	Scotland	Cayuga, N.	Infirmity	66	26	49 25	1860—1861
165	Edward Redmond	Roman Catholic	Ireland	Cobourg	Infirmity	61	27	33 12	1861
166	William Hildyard	Wesleyan Methodist	England	Adelaido	Infirmity	55	19	22 12	1861
167	Michael Murphy	Roman Catholic	Ireland	Burgess, N.	Age and Infirmity	73	7	5 62	1861
168	John McKenna	Roman Catholic	Ireland	Pittsburgh	Infirmity	52	18½	21 43	1861
169	Mary Richards	Wesleyan Methodist	Upper Canada	Hallowell	Infirmity	66	33	41 37	1860—1861
170	W. B. P. Williams	Church of England	Wales	Townsend	Infirmity	57	9	8 37	1860—1861
171	Julius Ansley	Wesleyan Methodist	Ireland	Artesesia	Infirmity	67	18	20 75	1860—1861
172	Thomas Baker	Church of England	England	Oxford, E.	Age and Infirmity	66	19	22 12	1860—1861
173	Thomas Buchanan	Church of England	Ireland	Wainfleet	Infirmity	50	20	10 50	1860—1861
174	Matthew M. Hutchins.	Baptist	Nova Scotia	Houghton	Infirmity	54	22	26 25	1861
175	John Muir	Church of Scotland	Scotland	Scarborough	Infirmity	58	21	24 88	1860—1861
176	Died.								
177	Joseph Scott	Church of England	Ireland	City of Kingston	Age and Infirmity	67	12	5 70	1861
178	Heien McLaren	Presbyterian	Scotland	Gratham	Infirmity	50	21	24 88	1860—1861
179	Ralph McCallum	Church of England	Ireland	Huntington	Infirmity	52	23	27 63	1861
180	Edward Potts	Church of England	England	Dunwich	Age and Infirmity	66	23	12 38	1861
181	Alexander McKeating	Presbyterian	United States	Williamsburgh	Age and Infirmity	68	21	24 88	1861
182	Daniel D. Barrett	Church of England	Ireland	Calcutta	Infirmity	57	19	67 87	1860—1861
183	William Clarke	Methodist	Ireland	Maryborough	Age and Infirmity	65	12	53 50	1860—1861
184	John Dods	Congregationalist	Scotland	Lanark	Infirmity	56	21	73 12	1860—1861
185	John Gilson	Roman Catholic	Ireland	Sidney	Age and Infirmity	73	34	106 75	1860—1861
186	P. G. Mullen	Church of England	Ireland	Town Cornwall	Age and Infirmity	61	29	117 87	1860—1861
*187	Andrew Sturgeon	Church of England	Ireland	Garafraxa	Age and Infirmity	50	10	84 00	1860
188	Thomas Sanders	Church of England	England	Roxborough	Age and Infirmity	69	30	88 75	1860 ½ 1861
189	George Townley	Church of England	Ireland	Essa	Age and Infirmity	71	10	80 12	1860—1861
190	George Weston	Church of England	England	Reach	Age and Infirmity	63	22½	91 93	1860—1861
191	John Williams	Methodist	New Brunswick	Houghton	Age and Infirmity	76	30	72 75	1860—1861
192	Edmund Bradburne	Church of England	England	Gloucester	Infirmity	53	25	Paid in 1862	
193	Robert Hamilton	Presbyterian	Scotland	Uxbridge	Age and Infirmity	68	15	54 00	1860—1861

No.	Name.	Religious Faith.	Country of Birth.	Residence, (Municipality.)	Cause of Discontinuing Teaching.	Age in 1861.	Years of Teaching in Upper Canada.	Net amount of Pension paid from 1st January to 31st December, 1861, deducting Sub- scription.	For the year
194	John McDonnell	Roman Catholic	Ireland	Warwick	Age and Infirmity	61	14	Paid in 1862	
195	John McGarvey	Not stated	Ireland	Kingston	Age and Infirmity	72	20	13 00	Part 1861
196	Joseph D. Thomson	Not stated	Upper Canada	Escoit Front	Infirmity	52	14	40 00	1860—1861
197	Nicholas Wilson	Church of England	Ireland	Cobourg	Infirmity	50	20	13 00	Part 1861
198	Henry Bartley	Church of England	England	Cornwall	Infirmity	54	23	Paid in 1862	
199	John Cameron	Universalist	Scotland	Asphodel	Infirmity	57	15	do	
200	Melinda Clark	Presbyterian	United States	Vaughan	Infirmity	51	15½	do	

Net amount of Pension paid in 1861..... \$1080 00

*Died since.

TABLE Q.—GENERAL ABSTRACT.

COUNTIES FROM WHICH THE FOREGOING SUPERANNUATED TEACHERS APPLIED.	RELIGIOUS DENOMINATIONS.	NATIVES OF
Glengarry..... 14	Church of England and Episcopalian..... 68	Ireland..... 93
Stormont..... 9	Church of Scotland and Presbyterian..... 55	Scotland..... 56
Dundas..... 7	Church of Rome..... 21	England..... 21
Prescott..... 5	Methodist..... 6	Upper Canada..... 15
Northumberland..... 8	Baptist..... 3	United States..... 9
Peterborough..... 10	Congregationalist..... 2	Lower Canada..... 2
Carleton..... 8	"Protestant"..... 1	Wales..... 1
Greyville..... 11		
Leeds..... 17		
Lanark..... 2		
Renfrew..... 6		
Frontenac..... 6		

TABLE Q.—GENERAL ABSTRACT.

COUNTRIES FROM WHICH THE FOREGOING SUPERANNATED TEACHERS APPLIED.		RELIGIOUS DENOMINATIONS.	NATIVES OF
Huron	2	Universalist.....	2
Wentworth	4	Society of Friends.....	1
Brant.....	2	Christian Disciple.....	1
Lincoln.....	6	Second Advent.....	200
Welland	4	Not given.....	10
Haldimand.....	1	Total.....	200
Norfolk.....	4		
Oxford.....	2		
Total.....	200		

Of the 200 Teachers enumerated, 31 died before or during 1861, 5 were not heard from, 2 resumed teaching, and 1 withdrew from the Fund.

Of the remaining 161, the average length of service as Common School Teachers in Upper Canada was 21½ years.

The average age of each Pensioner in 1861, was 66½ years.

There are 152 males and 9 females.

TABLE R.—The Normal, Model, Grammar and Common Schools of Upper Canada, 1861.

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONIES RAISED BY TRUSTEES, &c.

COUNTIES.	AMOUNT OF LEGISLATIVE AID.										Amount raised from Local sources as an equivalent.					Total from Local Sources, 1861.	Grand Total, Legislative Aid and Local Sources, 1861.					
	For Common School purposes.		For Grammar School purposes.		For Public School Libraries, Maps, Apparatus, and Prizes.		Subscriptions to Superannuated Teachers' Fund.		Total from Local Sources as an equivalent.		Other Monies raised by Trustees and others for Grammar and Common School purposes.		\$ cts.	\$ cts.	\$ cts.							
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.						\$	cts.			
Glengary	2409	52	400	00	40	00	291	97	3222	40	2225	00	46	00	2291	00	9000	40	12191	40	15413	95
Stormont	1844	00	.....	.....	.....	.....	169	76	2013	76	1825	00	.....	.....	1848	00	6448	17	8296	17	10309	93
Dundas	1977	00	.....	.....	.....	.....	93	82	2118	82	2027	00	48	00	2075	00	5627	67	7702	67	9821	49
Preacott	1645	80	844	00	60	30	171	39	2746	99	2141	00	66	30	2216	39	6003	68	8219	98	10966	97
Russell	869	00	.....	.....	.....	.....	.....	.....	869	00	939	64	.....	.....	939	64	2685	76	3825	40	4494	40
Carlton	3332	50	200	00	90	50	53	01	3715	01	3494	00	90	50	3632	66	16929	42	20661	92	24276	93
Greenville	2328	50	.....	.....	.....	.....	46	37	2413	67	2286	00	15	80	2305	60	8965	47	11271	27	13684	94
Leeds	3541	39	588	00	55	97	148	37	4353	23	3534	00	55	97	3647	42	28455	42	32103	39	36456	42
Lenark	3133	52	405	00	25	00	278	91	3981	43	3065	90	25	00	3132	90	15492	12	18625	02	22506	45
Knox	2265	96	.....	.....	.....	.....	44	37	2337	13	2124	40	26	80	2151	20	9312	90	11464	10	13801	23
Frontenac	2616	60	400	00	40	00	129	18	2802	78	2555	00	40	00	2609	00	12909	88	15978	88	18381	66
Addington	1920	00	.....	.....	.....	.....	137	55	2139	35	2907	00	58	80	2965	60	8709	48	11875	28	13814	63
Lennox	876	00	.....	.....	.....	.....	.....	.....	881	00	760	00	5	00	765	00	5726	21	6491	21	7372	21
Prince Edward	2145	20	213	00	80	80	127	99	2624	99	2387	00	80	80	2468	80	15108	31	17575	11	20200	10
Hastings	4217	72	.....	.....	.....	.....	208	57	4563	52	3998	00	113	93	4115	93	21036	28	26152	21	29715	73
Northumberland	3790	00	.....	.....	.....	.....	65	50	4210	45	3760	00	281	57	4084	57	26042	59	30127	16	34337	61
Darham	3610	00	.....	.....	.....	.....	.....	.....	3878	75	3618	00	115	25	3800	25	33930	67	37730	92	41609	67
Peterborough	2355	18	115	00	137	92	110	51	2757	61	2328	00	137	92	2469	92	12807	64	15276	96	18054	57
Victoria	2403	00	448	00	171	75	94	41	3136	66	2991	00	171	75	3162	75	15027	30	19100	15	22236	81
Ontario	4271	00	250	00	334	79	145	93	5075	22	4248	00	334	79	4891	79	34729	38	39821	17	44306	39
York	6416	00	1172	00	561	37	112	26	8466	13	6254	12	561	37	6857	49	59012	91	65870	43	74386	56
Peel	2768	00	.....	.....	.....	.....	107	00	3151	57	2919	00	213	01	3158	01	23143	83	26301	84	29463	41
Simcoe	4533	00	.....	.....	.....	.....	23	00	5194	69	4221	64	449	06	4683	01	32055	40	30739	16	41933	85
Haldon	2288	00	.....	.....	.....	.....	42	50	2450	12	2288	00	82	62	2370	62	16255	13	18025	75	21075	87
Wentworth	3232	50	461	00	113	20	45	50	3852	32	3236	62	113	20	3357	82	19389	58	22747	40	26203	72
Brant	2345	00	405	06	149	09	42	50	2989	62	2399	00	149	99	2564	99	20649	37	23214	36	26203	98

TABLE R.—The Normal, Model, Grammar and Common Schools of Upper Canada, 1861.—(Continued.)

COUNTIES.	Amount of Legislative Aid, &c.										Amount raised from Local Sources as an equivalent.					Total from Local Sources, 1861.	Grand Total, Legislative Aid and Local Sources, 1861.					
	For Common School purposes.					For Grammar School purposes.					Total from Local Sources as an equivalent.											
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$			cts.				
Lincoln.....	2265	35	300	00	105	15	2859	19	2450	00	105	15	2555	15	18648	26	21203	41	24062	00		
Welland.....	2272	00	67	00	54	39	2452	95	2500	00	54	39	2500	00	19006	11	22467	00	24919	65		
Kaldmand.....	2330	00			116	35	2543	85	3036	00	116	35	3122	35	19046	81	22199	16	24743	01		
Oxford.....	3336	50	290	00	100	32	4034	19	3045	00	100	32	3184	32	19984	42	23168	74	27202	93		
Waterloo.....	4583	00			235	58	4944	45	4550	00	235	58	4706	58	29085	43	38862	01	43820	48		
Wallington.....	3262	50			37	37	3739	08	3900	00	37	37	4230	56	29543	87	33974	43	37313	49		
Grey.....	4513	86			369	74	3744	45	5520	00	369	74	6203	74	29403	60	35607	34	41232	49		
Perth.....	4070	15			281	90	4338	88	5510	00	281	90	6350	79	23154	73	29090	52	34499	40		
Kurca.....	5575	00			735	23	3945	40	3522	00	735	23	3890	90	21634	05	25514	95	29480	35		
Bruce.....	3032	06			303	11	6413	00	6778	10	303	11	725	23	34913	83	41839	16	46252	25		
Middlesex.....	3314	50	254	00	493	32	3378	07	2927	00	493	32	3230	11	12610	44	15849	55	19227	02		
Essex.....	3028	00			186	09	6353	56	5427	76	186	09	498	32	37692	88	43622	86	49676	52		
London.....	2619	06			166	48	3613	22	3311	00	166	48	3497	08	22634	66	26131	75	29744	07		
Essex.....	2256	29			143	15	2810	77	2970	00	143	15	3136	43	19240	50	22376	87	25015	36		
Durco Mines.....	100	00			34	12	2315	66	2214	26	34	12	2248	38	20906	40	26229	64	29040	41		
Total.....	\$129270	11	\$6398	00	\$7529	66	\$1896	50	\$3840	94	\$7529	66	\$14655	00	\$83689	68	\$68245	28	\$131137	51	100	00
CITIES.	4661	00	1115	00	35	01	6226	20	25000	00	35	01	25035	01	7358	97	32393	98	38620	18		
Hamilton.....	2169	50	765	00	18	50	3018	88	10524	00	18	50	10542	60	20374	07	30916	57	33035	45		
Kingston.....	1552	50	675	00	108	50	2361	20	7463	58	108	50	7562	08	2004	71	9560	70	11927	90		
London.....	1293	50	1200	00	10	00	2546	00	8000	00	10	00	8010	00	7328	50	15338	50	17884	50		
Ottawa.....	1521	80	850	00	130	00	2501	60	4755	80	130	00	4885	80	8735	93	13021	73	16123	23		
Total.....	\$11498	00	\$4605	00	\$302	01	\$1653	75	\$5783	38	\$302	01	\$8035	39	\$4802	18	\$101837	57	\$118491	25		
TOWNS.	267	00			44	03	267	00	434	96	44	03	434	96	1201	11	1636	07	1903	07		
Amherstburgh.....	179	00	770	00	30	00	993	03	116	00	30	00	160	03	1811	40	1971	43	2964	46		
Barrie.....	500	50	870	00	50	10	1490	24	3242	24	50	10	3272	24	1565	33	4837	57	6398	07		
Bellefleur.....	225	50	472	00	50	10	747	60	1711	00	50	10	1761	10	728	22	2829	62	3277	22		
Brantford.....	217	00	384	00	25	55	646	09	1600	00	25	55	1324	22	1324	22	2050	47	3596	52		
Brockville.....	446	00	350	00			1153	00	4325	00			4825	00	2347	39	6642	39	7706	39		
Chatham.....	193	00	750	00			1235	00	3541	00			3541	00	1923	28	5464	28	6699	28		
Clifton.....	588	00	630	00	42	02	145	02	850	00	42	02	892	02	377	62	1270	24	1415	66		
Cobourg.....	244	00	183	00	46	12	1337	59	2590	00	46	12	2623	47	1829	97	4453	44	5791	03		
Collingwood.....	205	00	920	00	31	50	498	50	244	00	31	50	315	50	865	01	1180	51	1679	01		
Cornwall.....	319	50	350	00	22	00	774	44	748	40	22	00	831	34	1831	32	2062	66	3437	10		
Dundas.....	319	00	740	00	40	32	1699	32	3851	00	40	32	3921	32	2833	75	6765	07	7894	39		
Galt.....	345	00	810	00	189	59	1314	59	2400	00	189	59	2569	59	749	30	3338	89	4653	48		
Goderich.....	465	00	715	00	104	68	1307	18	1842	00	104	68	1946	68	3109	52	5116	20	6423	38		
Ingersoll.....	204	50	490	00	113	20	805	00	824	08	113	20	965	28	1537	80	2553	08	3361	08		
London.....	186	50	240	00			426	50	101	70			101	70	1311	37	1412	37	1838	37		
Milton.....	193	00	485	00			589	00	1634	00			1634	00	782	52	1789	41	2383	41		
Niagara.....	242	50	400	00	45	00	735	75	995	56	45	00	1054	56	1095	01	2135	90	2971	65		
Oakville.....	189	32	430	00	50	25	675	57	825	13	50	25	889	36	1161	97	2051	35	2740	62		
Owen Sound.....	183	00	739	00	23	00	936	00	1261	74	23	00	1391	74	101	43	1303	17	2293	17		
Paris.....	388	00	974	00			622	00	1597	23			1597	23	969	27	2328	17	3458	17		
Perth.....	68	00	400	00	20	25	494	23	1240	35	20	25	1240	35	6408	77	7051	12	8145	37		
Peterboro.....	379	50	445	00	44	00	673	00	900	00	44	00	1222	00	7773	82	9895	82	10787	32		
Port Hope.....	434	00	523	00			966	25	2689	58			2693	58	1534	09	2434	09	3107	09		
Proscott.....	245	50	243	00			488	30	1213	42			1213	42	1310	37	2623	79	3012	29		
Sandwich.....	105	00					106	00	504	72			504	72	75	77	640	49	746	49		
Sarnia.....	199	00	690	00	35	00	924	00	215	00	35	00	286	00	3320	51	2360	51	3284	51		
St. Catharines.....	614	00	256	00	25	02	895	02	2954	00	25	02	2989	02	3320	45	6324	47	7219	49		
St. Thomas.....	174	00	560	00			734	00	800	00			800	00	1024	35	1824	35	2568	35		
Simcoe.....	182	00	676	00	38	00	896	00	2010	14	38	00	2048	14	471	75	2519	89	3415	89		
Whitby.....	292	24	720	00	232	10	1285	84	2122	00	232	10	2354	10	716	64	3069	74	4355	58		
Windsor.....	275	00	450	00	20	00	781	38	2000	00	20	00	2026	00	189	17	2215	17	2996	55		
Woodstock.....	348	00	895	00	80	00	1346	00	1187	63	80	00	1267	63	1288	79	2556	42	3902	42		
Total.....	\$10614	50	\$18267	00	\$1630	87	\$191	50	\$5780	37	\$1630	87	\$7324	24	\$2566	92	\$118991	16	\$150835	04		

TABLE R.—The Normal, Model, Grammar and Common Schools of Upper Canada, 1861.—(Continued.)

DISTRIBUTION OF THE LEGISLATIVE SCHOOL GRANT BY THE EDUCATIONAL DEPARTMENT, TOGETHER WITH THE SUMS RAISED AS AN EQUIVALENT THERETO, AND OTHER MONIES RAISED BY TRUSTEES, &c.

VILLAGES.	Amount of Legislative Aid.					Amount raised from Local Sources as an equivalent.					Total from Local Sources, 1861.	Grand Total, Legislative Aid and Local Sources, 1861.	
	For Common School purposes.		For Grammar School purposes.		Total Legislative Aid, 1861.	For Common School purposes.		For Public School Libraries, Maps, Apparatus, and Prizes.		Total from Local Sources as an equivalent.			Other Moneys raised by Trustees and others for Grammar and Common School purposes.
	\$	cts.	\$	cts.	\$	\$	cts.	\$	cts.	\$			
Ashburnham	91 00				91 30	112 00				112 00	260 88	372 88	403 88
Bath	74 00		260 00		334 00	148 01				148 01	763 41	911 42	1245 42
Breadford	115 00		275 00		390 00	390 00				390 00	1387 04	1777 04	2107 04
Brampton	186 00		360 00		546 00	237 84		12 50		250 34	683 50	943 84	1492 34
Brighton	289 00		650 00		939 00	1587 50		56 00		1643 50	2287 72	3941 22	4277 22
Caletonia	102 00				102 00	700 00		5 00		705 00	310 29	1015 29	1772 29
Chayuga	77 00				77 00	702 00		12 00		714 00	254 13	968 13	1112 13
Chippewa	126 00				126 00	702 00		15 00		717 00	288 80	2000 90	2707 90
Clinton	92 00		225 00		317 00	833 00				833 00	1175 49	2008 49	2325 49
Colborne	141 00				141 00	141 00		6 00		147 00	1201 73	1438 73	1585 73
Drumville	135 40		615 00		750 40	653 85		60 00		713 85	566 53	1269 88	2030 34
Essex	80 00				80 00	647 40				647 40	87 40	684 80	764 80
Forgue	127 00				127 00	500 00		20 00		520 00	530 36	1079 36	1236 96
Fort Erie	85 00				85 00	400 00				400 00	152 00	552 00	637 00
Hawkesbury	119 00				119 00	130 00				130 00	706 43	836 43	955 43
Hesper	87 00				87 00	542 09				542 09	34 49	576 58	663 58
Holland Landing	in T.				10 00						283 96	843 96	853 96
Iroquois	53 00		387 00		440 00	53 00		66 25		119 25	973 03	1092 28	1598 53
Kempville	115 00		212 00		327 00	346 50				346 50	751 80	1093 65	1446 15
Kinross	117 00		250 00		367 00	623 52				623 52	439 76	1068 27	1436 27
Merrickville	87 00				87 00	98 68				98 68	437 82	534 48	604 98
Mitchell	138 00				138 00	385 10		24 35		409 65	45 97	505 62	608 17
Morrisburgh	166 50		360 00		526 50	71 00				71 00	546 60	617 50	688 50
Napanee	108 00		418 00		526 00	500 00		27 70		527 70	1037 25	1564 95	2136 40
Newburgh	138 00		220 00		358 00	140 00		16 40		156 40	639 07	865 47	1405 87
Newcastle	138 00				138 00	140 00				140 00	1834 80	1974 80	2332 80

VILLAGES.	For Common School purposes.		For Grammar School purposes.		Total Legislative Aid, 1861.	For Common School purposes.		For Public School Libraries, Maps, Apparatus, and Prizes.		Total from Local Sources as an equivalent.	Other Moneys raised by Trustees and others for Grammar and Common School purposes.	Total from Local Sources, 1861.	Grand Total, Legislative Aid and Local Sources, 1861.
	\$	cts.	\$	cts.	\$	\$	cts.	\$	cts.				
	New Hamburg	104 00				121 98	1100 00		17 98					1117 98	528 62	1646 60	1708 58
Newmarket	137 50		445 00		582 50	323 48		34 31		357 79	1482 12	1844 91	2501 22
Oran	159 00				159 00	1000 00		81 44		1081 44	894 02	1906 00	2154 50
Oran	51 00				51 00	419 94				419 94	117 38	537 32	588 32
Pembroke	119 50				119 50	450 00		10 00		460 00	718 03	836 03	955 53
Preston	160 00				160 00	1400 00		30 00		1430 00	2148 03	2788 03	3236 03
Renfrew	65 00		200 00		265 00	251 50		32 00		283 50	860 14	1143 64	1494 07
Smith's Falls	97 00		200 00		297 00	69 00				69 00	983 51	1082 51	1181 51
Southampton	69 00				69 00	312 71		21 00		333 71	488 72	627 43	706 13
Stirling	74 00		141 00		215 00	1300 00				1300 00	803 04	2403 04	2682 04
St. Mary's	279 00				279 00	1600 00				1600 00	1601 20	3205 48	3806 68
Stratford	310 00		750 00		1060 00	307 44		34 19		341 63	309 89	616 83	922 66
Strathroy	127 00		265 00		392 00	339 65				339 65	743 83	1083 48	1475 48
Shreeville	170 00				170 00	1900 00				1900 00	881 34	2181 34	2851 34
Thorold	159 50		380 00		539 50	719 55				719 55	330 41	850 41	1180 41
Trinton	102 00				102 00	520 00				520 00	330 09	850 09	952 09
Vienna	139 00		490 00		629 00	1050 00				1050 00	45 57	1095 57	1234 57
Watloo	83 00				83 00	450 00		25 00		475 00	780 32	1265 32	1540 32
Welland	177 00				177 00	803 23		11 00		814 23	173 18	987 41	1164 61
Yorkville	5649 06		7423 00		13072 06	23174 87		628 32		23803 10	30352 06	50185 25	73037 31
Total	4326 32		4926 32		9252 64	623 32		81 00		704 32	15142 96	166 82	29582 17
Grammar Sch. Inspection	830 00				830 00								146680 00
Grand Total	157032 03		42449 32		200481 35	10167 68		10167 68		208895 24	981083 25	2269978 49	2470980 00
Increase	152200 14		89479 99		241680 13	11061 36		11061 36		290205 12	925914 57	2161119 70	2373399 23
Decrease	4831 89		2093 33		6925 22	893 68		893 68		1399 88	55108 17	5558 70	68740 77

TABLE S.—EDUCATIONAL SUMMARY FOR THE YEAR 1861.

MUNICIPALITIES OF UPPER CANADA.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.				
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1861. \$ cts.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar purposes during 1861. \$ cts.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1861. \$ cts.	Total Number of Educational Institutions.	Total Number of Pupils attending them.	Total amount expended for Educational purposes during 1861. \$ cts.	Balance Unexpended. \$ cts.	Total amount available for Educational purposes during 1861. \$ cts.
Glengarry.....	70	4310	11731 19	1	61	944 63	1	60 00	380 97	72	4371	13116 79	2377 16	15473 95
Stormont.....	67	4421	10665 37	1	66	1530 37	5	60 00	333 74	73	4687	12662 06	1237 02	13899 92
Dundas.....	75	5111	9575 30	1	70	1237 71	4	230 00	93 82	80	5259	11136 83	1201 69	12338 52
Prescott.....	60	3200	9318 10	2	105	1260 50	1	230 00	199 89	63	3310	11008 49	1143 91	12152 40
Russell.....	21	1168	3955 51	1	19	430 00	1	700 00	140 01	21	1168	3955 51	538 80	4494 40
Carlisle.....	104	6520	19779 15	1	102	1307 67	5	700 00	112 37	105	6539	20349 16	3927 77	24276 93
Grenville.....	89	5933	15584 89	1	133	1419 49	3	1560 00	241 37	96	6105	17704 73	1773 63	19477 36
Leeds.....	134	8030	31706 91	3	145	2554 40	130	1560 00	211 37	162	9205	36362 68	6703 76	43156 44
Lanark.....	118	7516	26212 02	5	264	3200 75	22	63 00	410 59	125	7802	20896 36	2802 63	32688 80
Renfrew.....	73	3932	12951 62	2	75	1200 00	2	120 00	44 37	75	3935	13115 99	1717 37	14833 36
Frontenac.....	99	5754	15896 73	1	16	90 00	1	90 00	160 13	100	5769	16146 91	3030 83	19177 74
Addington.....	73	4467	14196 94	2	138	1419 49	3	260 00	37 25	45	2358	16030 98	604 94	16725 92
Leicester.....	43	2231	7866 73	1	107	955 00	5	70 00	204 99	88	5696	22134 86	668 73	23877 19
Prince Edward.....	81	5481	20196 94	2	90	1662 93	8	25 00	235 87	45	2358	8858 98	668 73	9527 19
Hastings.....	140	10447	30737 07	2	183	2201 44	10	2925 00	235 87	150	10778	36089 36	5065 89	40745 27
Northumberland.....	122	9775	39964 78	1	192	4467 86	1416	7582 00	228 00	136	11383	52242 64	3627 76	56970 40
Durham.....	101	9708	41790 24	2	161	2861 41	7	1600 00	244 25	113	10049	45995 90	7023 79	52158 59
Peterborough.....	59	5359	26016 06	2	101	1859 45	150	1600 00	176 51	68	5610	29652 02	1293 79	30855 77
Victoria.....	78	5315	16773 76	3	129	2074 60	3	21 00	113 63	84	5458	18983 27	5113 41	24069 68
Ontario.....	108	11005	43284 84	2	75	1571 56	8	393 00	277 93	118	11167	45533 27	3766 20	51299 47
York.....	140	14001	65745 26	4	228	3565 32	321	2113 00	307 50	167	14550	71792 44	9193 71	80986 15
Peel.....	80	6950	28651 94	2	107	1158 18	6	101 00	196 56	88	7151	30313 68	2414 55	32728 23
Simcoe.....	139	10833	38452 35	3	131	3025 19	15	1406 50	225 63	157	11151	43809 67	6541 70	50151 40
Haldon.....	57	5231	22460 25	2	120	1654 62	14	887 00	87 50	73	5543	25098 37	1974 83	27073 20

CITIES.	Number of Normal Schools.	Number of Normal School Pupils.	Amount expended for Normal School purposes during 1861. \$ cts.	For Salaries, Contingencies and Fees of the Normal School.			For Salaries, Contingencies and Fees of Normal and Model Schools.			Total Number of Normal Schools.	Total Number of Pupils attending them.	Total amount expended for Educational purposes during 1861. \$ cts.	Balance Unexpended. \$ cts.	Total amount available for Educational purposes during 1861. \$ cts.
				Number of Normal Schools.	Number of Normal School Pupils.	Amount expended for Normal School purposes during 1861. \$ cts.	Number of Normal and Model Schools.	Number of Normal and Model School Pupils.	Amount expended for Normal and Model Schools during 1861. \$ cts.					
Wentworth.....	75	6891	24611 22	3	100	2271 91	11	282 00	105 62	89	7237	22720 75	3078 07	30348 82
Brant.....	70	7632	29551 19	4	240	2721 38	16	3195 70	105 62	90	8258	38073 00	2579 64	40653 64
Lincoln.....	79	6375	25292 07	4	202	4823 64	14	80 00	255 94	97	6840	30451 63	3782 00	34233 74
Welland.....	86	6034	23560 94	2	97	1340 95	3	719 00	59 50	96	6301	25670 15	7338 45	33008 60
Haldimand.....	81	6158	23567 05	2	40	614 62	8	180 00	97 50	85	6263	24789 17	4044 19	29433 36
Norfolk.....	104	7701	25105 34	2	196	1627 00	8	200 00	146 37	114	8029	27078 71	3740 11	30818 82
Oxford.....	111	11446	41705 10	2	112	2176 75	19	3751 00	187 87	132	11896	47820 72	2785 04	50605 76
Waterloo.....	96	10069	42512 71	2	111	3012 71	6	254 00	46 00	104	10255	40125 42	6023 49	51703 86
Wellington.....	119	13162	42057 27	2	123	2684 36	4	344 38	218 05	135	13538	45284 65	6023 49	51703 86
Grey.....	146	9434	30260 60	1	68	761 90	1	50 00	105 98	148	9512	31417 55	5361 04	36778 57
Perth.....	83	9194	30539 44	2	97	1136 81	6	160 00	157 50	97	9449	33503 45	5319 28	38823 73
Huron.....	143	12536	46811 42	1	31	1148 23	9	520 00	132 26	153	12706	48641 91	7491 72	56133 63
Bruce.....	94	5868	17381 21	1	29	600 00	1	67 00	42 00	95	5897	18472 21	3322 19	21794 40
Middlesex.....	157	12850	44125 28	2	52	1212 04	4	67 00	190 74	163	12934	45595 06	5440 29	51035 35
Eglin.....	105	8470	28048 22	2	113	1534 75	10	718 00	116 13	117	8718	31315 20	3044 53	34359 73
Kent.....	97	6821	27074 12	1	81	856 70	8	40 00	46 00	106	7032	28016 82	4337 82	32354 64
Lambton.....	91	6350	25629 02	1	40	834 24	2	40 00	52 62	94	6420	26505 83	5819 04	32324 92
Essex.....	75	5555	16604 01	1	21	670 00	11	4025 00	55 63	87	6731	21354 61	3840 49	25195 13
Bruce Mines.....			100 00									100 00		100 00
Toronto.....	14	7058	31360 20	1	132	2451 38	23	100600 00	115 19	37	8490	134532 77	4637 41	139220 18
Hamilton.....	8	3963	17364 67	1	80	1805 00	8	5000 00	65 88	17	4293	24335 55	14099 50	38935 45
Kingston.....	8	2504	10602 79	1	38	1274 01	19	28400 00	25 20	28	3267	40302 00	25 99	40327 99
London.....	6	2920	10332 06	1	50	1798 54	1	800 00	42 50	8	3000	12373 10	5711 40	18034 50
Ottawa.....	14	3319	7959 70	1	119	2113 07	11	2600 00		20	3758	12973 37	5749 86	18723 23
						\$5012 14			\$13553 22			22682 17		22682 17

(Towns and Villages are included in their respective Counties.)

TABLE S.—EDUCATIONAL SUMMARY FOR THE YEAR 1861.—(Continued.)

MUNICIPALITIES UPPER CANADA.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.					
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1861. \$ cts.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1861. \$ cts.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1861. \$ cts.	Amount expended for Superannuated Teachers, Normal School, Normal School Students, &c. \$ cts.	Total Number of Educational Institutions.	Total Number of Pupils attending them.	Total amount expended for Educational purposes during 1861. \$ cts.	Balance Unexpended. \$ cts.	Total Amount available for Educational purposes, during 1861. \$ cts.
Kingston	1552 50	675 00	108 50	19 50	2361 20	7453 58	103 50	103 50	103 50	103 50	4459	7502 08	2004 71	9566 79	11927 99
London	1293 50	1200 00	10 00	42 50	2516 00	8000 00	10 00	10 00	10 00	10 00	4379	8010 00	7328 50	15338 50	17884 50
Ottawa	1521 50	850 00	130 00	.....	2501 50	4755 80	130 00	130 00	130 00	.....	.....	4885 80	8735 93	13621 73	16123 23
Total	11498 00	4605 00	302 01	163 00	85 77	55733 38	302 01	302 01	302 01	2713 95	80	16095 30	46802 19	101837 57	118491 35
Grand Total	4019 320918	1191417 88	86	89950 95	355	173943 60	20794 68	20794 68	20794 68	20 00	4459	344118	1476107 12	103916 46	1670023 58
Increase	8969 815812	1159773 79	88	86834 67	322	176530 80	23508 64	23508 64	23508 64	.....	4379	328359	1448447 86	107222 17	1615670 03
Decrease	50	14106 31644 13	2	3110 28	32	953	2713 95	2713 95	2713 95	.....	80	15270	27659 26	26894 29	51363 55

TOWNS.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.					
	Number of Common Schools.	Number of Common School Pupils.	Amount expended for Common School purposes during 1861. \$ cts.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1861. \$ cts.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1861. \$ cts.	Amount expended for Superannuated Teachers, Normal School, Normal School Students, &c. \$ cts.	Total Number of Educational Institutions.	Total Number of Pupils attending them.	Total amount expended for Educational purposes during 1861. \$ cts.	Balance Unexpended. \$ cts.	Total Amount available for Educational purposes, during 1861. \$ cts.
Amherstburg	287 00	770 00	44 03	.....	267 00	434 96	.....	.....	.....	.....	.....	434 96	1201 11	1636 07	1903 07
Barro	179 00	870 00	30 00	.....	993 03	116 00	44 03	44 03	44 03	.....	.....	160 03	1811 40	1371 43	2904 46
Bellefleur	590 50	370 00	50 10	.....	1400 50	3242 24	30 00	30 00	30 00	.....	.....	3972 24	1565 33	4837 57	6328 07
Berlin	295 50	472 00	50 10	.....	747 60	1711 00	50 10	50 10	50 10	.....	.....	1761 10	768 32	2229 62	3277 22
Bowmanville	217 00	384 00	25 55	19 50	646 05	1600 00	25 55	25 55	25 55	.....	.....	1625 55	1324 32	2950 47	3506 52
Breadford	727 00	420 00	.....	.....	115 00	4325 00	.....	.....	.....	.....	.....	4325 00	2347 39	6642 39	7795 39
Brookville	446 00	850 00	.....	17 00	1342 00	.....	.....	.....	.....	.....	.....	.....	3707 82	5139 82	5139 82
Chatham	485 00	750 00	.....	.....	1235 00	3541 00	.....	.....	.....	.....	.....	3541 00	1923 28	5404 28	6699 28
Clifton	103 00	630 00	123 47	.....	1337 59	2900 00	42 62	42 62	42 62	.....	.....	892 62	377 62	1970 24	1415 86
Cohourg	538 00	183 00	71 60	.....	498 50	244 00	133 47	133 47	133 47	.....	.....	2923 47	1820 97	4493 44	5791 03
Collingwood	244 00	920 00	31 50	151 00	1308 50	7400 00	31 50	31 50	31 50	.....	.....	315 50	865 01	1180 51	1679 01
Cornwall	206 00	350 00	82 94	22 00	774 44	748 40	82 94	82 94	82 94	.....	.....	831 34	1831 32	2662 06	3469 99
Dundas	319 50	740 00	40 32	.....	1099 32	3881 00	40 32	40 32	40 32	.....	.....	3921 32	2833 75	6755 07	7834 39
Galt	319 00	710 00	189 69	.....	1314 59	2400 00	189 69	189 69	189 69	.....	.....	2859 58	749 30	3388 89	4653 48
Goderich	315 00	810 00	104 08	22 50	1307 18	1842 00	104 08	104 08	104 08	.....	.....	1946 68	3169 52	5116 20	6423 38
Guelpi	465 00	490 00	113 20	.....	808 00	824 03	113 20	113 20	113 20	.....	.....	965 28	1587 89	2553 08	3361 08
Ingersoll	204 80	400 00	.....	.....	423 50	101 70	.....	.....	.....	.....	.....	101 00	1311 37	1412 37	1838 87
Lindsay	186 50	240 00	.....	.....	589 06	1064 89	.....	.....	.....	.....	.....	1064 89	739 52	1794 41	2383 41
Milton	104 00	485 00	45 00	.....	739 75	995 86	45 00	45 00	45 00	.....	.....	1040 86	1095 04	2135 90	2871 65
Niagara	242 50	400 00	56 23	43 25	675 57	525 13	56 23	56 23	56 23	.....	.....	889 38	1161 97	2051 35	2726 92
Oakville	189 32	430 00	.....	23 00	936 00	1261 74	.....	.....	.....	.....	.....	101 43	1303 17	2299 17	2930 92
Owen Sound	183 00	730 00	.....	.....	632 00	1857 23	.....	.....	.....	.....	.....	1857 23	969 24	2826 47	3458 47
Paris	358 00	274 00	.....	.....	494 25	1240 35	.....	.....	.....	.....	.....	1244 33	6406 77	7051 12	8145 37
Perth	68 00	400 00	44 00	23 00	891 50	2078 00	44 00	44 00	44 00	.....	.....	2122 00	7773 82	9895 82	10787 32
Peterboro'	379 50	445 00	.....	.....	673 00	900 00	.....	.....	.....	.....	.....	900 00	1534 09	2434 09	3107 09
Pictou	183 00	400 00	.....	.....	906 25	2689 58	.....	.....	.....	.....	.....	906 25	2276 82	4070 40	5936 65
Port Hope	434 00	523 00	.....	9 25	488 50	1213 42	.....	.....	.....	.....	.....	1213 42	1310 37	2523 79	3012 29
Prescott	245 50	243 00	.....	.....	106 00	564 72	.....	.....	.....	.....	.....	564 72	75 77	640 49	746 49
Sandwich	106 00	690 00	56 00	.....	924 00	215 00	35 00	35 00	35 00	.....	.....	250 00	2110 51	2360 51	3284 51
Sarnia	199 00	266 00	25 02	.....	595 02	2954 00	25 02	25 02	25 02	.....	.....	2988 02	3326 45	6324 47	7219 49
St. Catharines	174 00	560 00	.....	.....	754 00	800 00	.....	.....	.....	.....	.....	800 00	1034 35	1824 35	2568 35
St. Thomas	182 00	676 00	38 00	.....	896 00	2910 14	38 00	38 00	38 00	.....	.....	2048 14	471 75	2510 89	3415 89
Simcoe	292 24	720 00	282 10	41 50	1285 84	2122 00	282 10	282 10	282 10	.....	.....	2854 10	715 04	3069 74	4355 58
Whitby	275 00	450 00	28 00	.....	781 38	2000 00	28 00	28 00	28 00	.....	.....	2026 00	189 17	2215 17	2996 56
Windsor	348 00	895 00	80 00	23 00	1346 00	1187 63	80 00	80 00	80 00	.....	.....	1267 63	1288 70	2656 42	3902 42
Woodstock	10614 85	18267 00	1530 87	191 50	840 25	55730 87	1530 87	1530 87	1530 87	.....	.....	67324 24	62566 92	110891 10	150836 64
Total	10614 85	18267 00	1530 87	191 50	840 25	55730 87	1530 87	1530 87	1530 87	.....	.....	67324 24	62566 92	110891 10	150836 64

TABLE R.—The Normal, Model, Grammar and Common Schools of Upper Canada, 1861.—(Continued.)

VILLAGES.	Amount of Legislative Aid.										Amount raised from Local Sources as an equivalent.				Total.			
	For Common School purposes.				For Grammar School purposes.				For Public School Libraries, Maps, Apparatus, and Prizes.		Subscriptions to Superannuated Teachers' Fund.		Total from Local Sources as an equivalent.			Total from Local Sources, 1861.	Grand Total, Legislative Aid and Local Sources, 1861.	
	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.				
Ashburnham	91 00		91 00		112 00		112 00		112 00		112 00		112 00		260 88	372 88	463 88	
Bath	74 00		394 00		148 01		148 01		148 01		148 01		148 01		763 41	911 42	1245 42	
Bradford	115 00		300 00		300 00		300 00		300 00		300 00		300 00		1387 64	1777 64	2187 64	
Brampton	156 00		386 00		237 84		237 84		237 84		237 84		237 84		693 50	943 84	1482 34	
Brighton	280 00		336 00		1587 50		1587 50		1587 50		1587 50		1587 50		310 29	3941 22	4277 22	
Caledonia	102 00		75 00		700 00		700 00		700 00		700 00		700 00		251 33	1015 29	1772 29	
Gayuga	77 00		89 00		800 00		800 00		800 00		800 00		800 00		112 00	1063 33	1152 33	
Chippewa	126 00		126 00		702 00		702 00		702 00		702 00		702 00		284 13	986 13	1112 13	
Chiron	92 00		107 00		2297 10		2297 10		2297 10		2297 10		2297 10		288 80	2600 90	2707 90	
Colborne	92 00		317 00		833 00		833 00		833 00		833 00		833 00		1175 49	2008 49	2325 49	
Dunnville	141 00		147 00		141 00		141 00		141 00		141 00		141 00		1291 73	1438 73	1535 73	
Elora	135 45		810 45		653 35		653 35		653 35		653 35		653 35		556 53	1269 88	2030 34	
Enbro	80 00		80 00		647 40		647 40		647 40		647 40		647 40		37 40	684 80	764 80	
Fergus	127 60		147 60		500 00		500 00		500 00		500 00		500 00		559 36	1079 36	1229 96	
Port Erie	85 00		85 00		400 00		400 00		400 00		400 00		400 00		152 00	552 00	637 00	
Hawkesbury	119 00		119 00		130 00		130 00		130 00		130 00		130 00		705 43	835 43	955 43	
Hespeler	87 00		87 00		542 00		542 00		542 00		542 00		542 00		34 40	576 58	663 58	
Holland Landing	in Tp.		10 00		550 00		550 00		550 00		550 00		550 00		283 96	833 96	883 96	
Iroquois	53 00		506 25		53 00		53 00		53 00		53 00		53 00		1092 28	1490 53	1543 53	
Kemptville	115 00		346 50		751 80		751 80		751 80		751 80		751 80		341 85	1093 65	1440 15	
Kincardine	117 00		367 00		623 52		623 52		623 52		623 52		623 52		1068 27	1435 27	1618 27	
Morricksville	87 00		106 50		96 66		96 66		96 66		96 66		96 66		437 82	534 48	640 98	
Mitchell	138 00		162 55		385 10		385 10		385 10		385 10		385 10		95 37	505 62	608 17	
Morrisburgh	71 00		591 45		71 00		71 00		71 00		71 00		71 00		546 50	617 50	688 50	
Napanee	166 50		540 40		150 00		150 00		150 00		150 00		150 00		1564 95	2156 40	2316 40	
Newburgh	106 00		540 40		150 00		150 00		150 00		150 00		150 00		699 07	865 47	1405 87	
Newsdale	138 00		358 00		140 00		140 00		140 00		140 00		140 00		1834 80	1974 80	2332 80	

New Hamburg	104 00	17 98	121 98	1100 00	17 98	1117 98	528 62	1646 60	1768 58
Newmarket	157 50	34 31	655 51	328 48	34 31	362 79	1482 12	1844 91	2501 22
Oshawa	159 00	81 44	248 44	1000 00	81 44	1081 44	824 62	1906 06	2194 50
Pembroke	51 00	10 00	61 00	419 94	10 00	419 94	117 38	537 32	588 32
Portsmouth	119 50	30 00	129 50	450 00	30 00	480 00	116 58	576 58	706 08
Preston	160 00	245 00	190 00	1400 00	30 00	1430 00	718 03	2148 03	2338 03
Renfrew	65 00	200 00	245 00	251 50	32 00	283 50	538 75	803 75	803 75
Smith's Falls	97 00	200 00	350 43	69 00	32 00	101 00	800 14	1143 64	1494 07
Southampton	69 00	141 00	69 00	312 71	21 00	333 71	993 51	1062 51	1131 51
Stirling	74 00	21 00	236 00	1039 00	21 00	1060 00	483 72	1543 72	1647 44
St. Mary's	279 00	279 00	279 00	1039 00	34 10	1073 10	803 04	1876 14	2053 14
Stratford	310 00	750 00	1116 69	1600 00	34 10	1634 19	1661 29	3295 48	4412 17
Streetsville	75 00	300 00	375 00	307 44	309 44	606 88	309 39	916 27	991 83
Thorold	127 00	265 00	392 00	339 65	339 65	678 30	743 83	1492 13	1671 26
Thornton	159 50	170 00	170 00	1300 00	1300 00	2600 00	881 34	1781 34	2371 34
Trenton	159 50	380 00	159 50	719 55	719 55	1439 10	233 00	1672 10	1839 10
Vienna	105 00	482 00	482 00	520 00	520 00	1040 00	336 41	1376 41	1481 41
Waterloo	139 00	139 00	139 00	1050 00	1050 00	2100 00	45 57	2145 57	2284 57
Welland	83 00	490 00	598 00	450 00	25 00	523 00	780 32	1303 32	1386 32
Yererville	177 00	11 00	188 00	809 23	11 00	820 23	173 18	993 41	1166 41
Total	5649 06	7423 00	13845 06	28174 87	638 32	28803 19	30382 06	59185 25	73003 31
Grammar Sch. Inspection.	830 00		830 00	278085 56	10 00	278095 56	642 00	288895 24	292005 12
Grand Total	157032 03	42449 32	226101 51	10167 68	642 00	102268 19	642 00	981083 25	12669978 49
Increase 1860.	192200 14	39479 99	221219 53	11061 36	450 00	115180 53	450 00	925914 58	1210119 70
Decrease.	4891 89	2969 33	4881 98	893 68	3 95	907 63	192 00	55168 17	58740 77

TABLE S.—EDUCATIONAL SUMMARY FOR THE YEAR 1861.

MUNICIPALITIES OF UPPER CANADA.	COMMON SCHOOLS.			GRAMMAR SCHOOLS.			OTHER INSTITUTIONS.			GRAND TOTAL.					
	Number of Common Schools.	Number of Pupils.	Amount expended for Common School purposes during 1861. \$ cts.	Number of Grammar Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1861. \$ cts.	Number of other Educational Institutions.	Number of their Pupils.	Amount received by other Educational Institutions during 1861. \$ cts.	Amount expended for Superannuated Teachers, Normal School, &c. \$ cts.	Total Number of National Institutions.	Total Number of Pupils attending them.	Total amount expended for Educational purposes during 1861. \$ cts.	Balance Unexpended. \$ cts.	Total Amount available for Educational purposes during 1861. \$ cts.
Glengarry.....	70	4310	1731 19	1	61	944 63	1	100	60 00	330 91	72	4371	13116 79	2357 16	15473 95
Stormont.....	67	4421	10665 37	1	69	1539 37	5	100	60 00	333 70	73	4587	12692 06	1237 02	13830 92
Dundas.....	75	5111	9575 30	1	76	1237 71	4	78	230 00	33 82	80	5259	11136 83	1201 69	12338 52
Prescott.....	60	3200	3818 10	2	105	1260 50	1	35	230 00	199 89	63	3340	11008 49	1143 01	12152 40
Russell.....	21	1168	3955 51	1	19	430 00	1	70	700 00	140 01	21	1168	3955 51	538 89	4494 40
Carlton.....	104	6520	19779 15	1	102	1307 67	5	130	1600 00	112 37	105	6539	20349 16	3927 77	24376 93
Grenville.....	89	5923	15584 89	2	145	2554 40	5	130	1600 00	231 37	162	9205	36362 08	6793 70	43156 44
Leeds.....	154	8930	31706 91	3	264	3200 75	2	22	63 00	410 59	125	7692	29886 36	2802 53	32688 89
Lanark.....	73	7516	26212 02	5	264	3200 75	2	22	63 00	44 37	75	3955	13115 99	1717 31	14832 30
Renfrew.....	99	5754	16896 73	2	133	1419 49	1	15	90 00	160 13	100	5769	16146 91	3030 83	19177 74
Frontenac.....	73	4467	14190 94	2	133	1419 49	3	50	260 00	160 55	78	4650	16030 98	694 01	16725 92
Addington.....	43	2221	7866 73	1	107	955 00	1	20	70 00	204 99	45	2356	8858 98	668 73	9527 71
Lennox.....	81	5481	20196 91	2	90	1662 93	5	25	70 00	295 87	88	5078	22134 86	1242 33	23377 19
Prince Edward.....	140	10447	30727 07	2	159	2201 44	8	145	2525 00	235 87	150	10773	35689 38	5055 89	40745 27
Hastings.....	122	9775	39964 78	1	193	4467 86	10	1416	7582 00	298 00	136	13383	52942 64	3627 76	55870 40
Northumberland.....	101	9708	41750 24	2	161	2861 41	10	180	2400 00	244 25	113	10049	45935 90	7062 69	52159 59
Peterborough.....	59	5359	26916 00	2	101	1859 45	7	180	1600 00	176 51	68	5610	29652 02	1233 75	30885 77
Victoria.....	78	5315	16773 76	3	129	2074 60	6	84	393 00	113 61	84	5458	18983 27	5113 41	24096 68
Ontario.....	108	11005	49284 84	2	75	1571 56	8	17	27 93	277 93	118	11167	45533 27	5766 20	51299 47
York.....	140	14001	65745 23	4	238	3555 92	3	321	2113 00	278 26	167	14550	71792 44	9193 71	80886 15
Peel.....	80	6950	28651 93	2	100	1158 18	6	401	307 00	186 56	88	7151	30313 68	2414 55	32728 23
Simcoe.....	139	10833	38923 39	3	137	3025 19	15	181	1406 50	225 63	157	11151	43409 67	6541 79	50161 46
Hatton.....	57	5221	22469 25	2	120	1654 62	14	192	887 00	87 50	73	5543	25098 37	1974 83	27073 20

CITIES.	For Grammar, Contin- ued, and Model Schools.			For Normal Schools and Counties.			Total Number of Pupils attending them.	Total amount expended for Educational pur- poses during 1861.	Balance Unexpended.	Total Amount available for Educational purposes dur- ing 1861.					
	Number of Common Schools.	Number of Grammar School Pupils.	Amount expended for Grammar School purposes during 1861. \$ cts.	Number of Normal Schools.	Number of their Pupils.	Amount received by other Educational Institutions during 1861. \$ cts.									
Wentworth.....	75	6891	24611 22	3	100	2271 91	11	246	282 00	105 62	89	7237	27270 75	3078 07	30348 82
Brampton.....	70	7632	32951 19	4	240	4823 38	14	386	3195 70	105 63	90	8258	38973 90	2579 64	40653 54
Lincoln.....	70	6375	25292 07	4	262	4823 38	10	263	80 00	255 94	97	6840	30451 65	3782 09	34233 74
Welland.....	86	6034	23550 64	2	97	1340 95	3	170	719 00	59 56	95	6301	25670 12	7338 45	33008 06
Haldimand.....	81	6158	23837 05	1	40	644 82	3	65	180 00	97 56	85	6268	24789 17	4644 19	29433 36
Norfolk.....	104	7701	25105 30	2	112	2176 75	19	332	200 00	146 37	114	8029	27078 71	3740 11	30818 82
Oxford.....	111	11446	41705 10	2	112	2176 75	6	75	3751 00	187 87	132	11896	47820 72	2785 04	50605 76
Waterloo.....	96	10069	42812 71	2	111	3012 71	6	75	254 00	46 00	104	10255	46125 42	8578 44	54703 86
Wellington.....	119	13162	42037 27	2	123	2664 36	4	253	344 38	218 05	135	13538	45284 65	6023 49	51307 55
Grey.....	146	9434	30560 60	1	63	761 90	1	10	50 00	105 93	148	9512	31417 53	5361 04	36778 57
Perth.....	89	9194	30559 14	2	97	1136 81	6	158	1600 00	157 50	97	9449	33503 45	5319 28	38823 73
Huron.....	143	12336	46841 42	1	31	1145 23	9	136	520 00	132 26	153	12706	48641 91	7401 72	56133 63
Bruce.....	94	5868	17830 21	1	29	600 00	1	52	67 06	42 00	95	5897	18472 21	3392 19	21794 40
Middlesex.....	157	12830	41125 28	2	52	1212 04	4	135	718 00	116 13	163	12934	45895 06	5440 29	51035 85
Elgin.....	105	8470	29346 22	2	113	1534 75	10	135	40 00	46 00	117	8718	31315 20	5044 53	34359 73
Kent.....	97	6821	27074 12	1	81	856 70	8	130	40 00	46 00	106	7032	28916 82	4337 82	32354 64
Lambton.....	91	6980	25629 02	1	40	824 24	2	105	4025 00	52 62	94	6420	26505 88	5819 04	32324 62
Essex.....	75	5555	16604 01	1	21	670 00	11	205	4025 00	55 63	87	5761	21354 61	3840 49	25195 13
Bruce Mines.....			100 00										100 00		100 00
Toronto.....	14	7058	31365 20	1	132	2451 38	22	1300	100609 00	115 19	37	8490	13432 77	4687 41	139220 18
Hamilton.....	8	3963	17864 07	1	80	1905 00	3	230	5000 00	65 88	17	4293	24355 56	14089 50	38935 45
Kingston.....	8	2864	10622 06	1	38	1274 01	1	725	26400 00	25 20	28	3267	40392 00	25 99	40327 99
London.....	6	2020	10532 06	1	50	1793 54	1	30	800 00	42 50	8	3000	12973 10	5711 40	18694 60
Ottawa.....	14	3319	7959 70	1	119	2113 67	11	320	2600 00		26	3758	12973 37	5749 86	18723 23
						\$8012 14				\$13553 22			22582 17		22582 17

(Towns and Villages are included in their respective Counties.)

TABLE T.—A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative STATE AND PROGRESS OF EDUCATION IN UPPER CANADA, as connected with Universities, Colleges, Academies, Private, Grammar, Common, Normal and Model Schools, from the year 1842 to 1861, inclusive. Compiled from returns in the Educational Department.

No.	SUBJECTS COMPARED.	1842.	1843.	1844.	1845.	1846.	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.
1	Population of Upper Canada.....	486055			*622570			725879		803493	950551	953239									1396091
2	Population between the ages of five and sixteen years.....	141143		183539	202913	204580	230075	241102	253364	259258	258607	262755	268957	277912	297623		324888	380578	362085	373589	384980
3	Colleges in operation.....	5		6	5	5	6	6	7	7	7	8	8	9	10	12	12	12	13	13	13
4	County Grammar Schools**.....	*25		*25	*31	*2	32	33	39	57	54	60	64	64	65	61	72	75	81	88	86
5	Academies and Private Schools reported***.....	*44		*60	*65	*80	96	117	157	224	175	181	186	206	307	267	301	321	321	305	337
6	Normal and Model Schools for Upper Canada.....						2	2	2	2	2	3	3	3	3	3	4	4	4	4	4
7	Total Common Schools in operation as reported.....	1271		2610	2736	2589	2727	2800	2871	3059	2985	2992	3095	3200	3284	3391	3631	3772	3848	3854	3910
8	Total Roman Catholic Separate Schools.....										16	18	32	44	41	81	100	94	105	115	109
9	Free Schools reported in operation (included in No. 7 above).....	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	252	855	901	1052	1177	1211	1263	1707	1936	2315	2602	2902
10	Grand Total Educational Establishments in operation in Upper Canada.....	1795		2700	2837	2706	2863	2958	3076	3349	3239	3262	3386	3526	3710	3815	4094	4258	4372	4379	4446
11	Total Students attending Colleges and Universities.....	No Reports.		No Reports.	No Reports.	No Reports.	700	740	773	684	632	751	756	806	1100	1335	1135	1135	1135	1137	1137
12	Total Pupils attending County Grammar Schools**.....	do		do	do	do	1000	1115	1120	2070	2191	2643	3221	4287	4376	4386	4073	4459	4381	4546	4766
13	Total Pupils attending Academies and Private Schools***.....	do		do	do	do	1831	2345	3648	4663	4557	5684	4440	5473	7584	6372	6523	6372	6182	6408	7361
14	Total Students and Pupils attending Normal and Model Schools for Upper Canada.....	do		do	do	do		256	400	370	356	645	735	622	643	772	746	777	718	700	700
15	Total Pupils attending the Common Schools of Upper Canada.....	65978		96576	110002	101912	124829	130730	138465	151891	168159	179587	194736	204168	222079	243935	262673	283692	288598	301104	316287
16	Total Pupils attending the Roman Catholic Separate Schools.....														4885	7210	9964	9991	12994	14708	13331
17	Grand Total, Students and Pupils attending Universities, Colleges, Academies, Grammar, Private, Normal, Model and Common Schools.....	65978		96756	110002	101912	128860	135195	144406	159678	175895	189310	203888	215356	240917	262858	285314	306626	314246	328839	342745
18	Total amt paid for the Salaries of Common & Separate School Teachers in Upper Canada†.....	\$166000		\$206856	\$286056	\$271624	\$310396	\$344276	\$353912	\$353716	\$391308	\$428948	\$489764	\$578668	\$680108	\$779680	\$860232	\$777616	\$859325	\$895591	\$918113
19	Total amount paid for the erection or repairs of Common and Separate School Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, &c.†.....	No Reports.		No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	No Reports.	\$56756	\$77336	\$100366	\$128072	\$175472	\$219164	\$298428	\$351926	\$265519	\$250721	\$264183	\$273305
20	Grand Total paid for Common and Separate School Teachers' Salaries, the erection and repairs of School Houses, and for Libraries and Apparatus†.....	do		do	do	do	do	do	do	\$410472	\$468644	\$529314	\$617836	\$754340	\$899272	\$1078108	\$1212158	\$1043135	\$1110046	\$1159774	\$1191418
21	Total amount paid for Grammar School Masters' Salaries†.....	do		do	do	do	do	do	do	No Reports.					\$46255	\$47659	\$57552	\$52940	\$61564	\$64005	\$71034
22	Total amount paid for the erection or repairs of Grammar School Houses†.....	do		do	do	do	do	do	do	do					\$5711	\$8311	\$10708	\$2868	\$7930	\$6037	\$4234
23	Amount received by other Educational Institutions, &c.†.....	do		do	do	do	do	do	do	do	\$131336	\$147956	\$150104	\$174016	\$204754	\$192014	\$214849	\$219979	\$210042	\$218632	\$209421
24	Grand Total paid for Educational purposes in Upper Canada†.....	do		do	do	do	do	do	do	\$599980	\$677270	\$767940	\$928356	\$1155992	\$1326992	\$1405267	\$1318922	\$1389582	\$1448448	\$1476107	\$1476107
25	Total Common School Teachers in Upper Canada.....			2860	2925	3028	3177	3209	3476	3277	3388	3539	3539	3565	3689	4083	4202	4235	4261	4356	4356
26	Total Male do do.....						2365	2507	2505	2697	2551	2541	2601	2508	2568	2622	2787	2865	3115	3100	3031
27	Total Female do do.....						663	670	704	779	726	847	938	1031	997	1067	1296	1237	1120	1181	1305
28	Average number of months each Common School has been kept open by a qualified Teacher‡.....			7½	8	8½	8½	9	9½	9½	9½	9½	9½	9½	9½	10	10	10½	10½	10½	10½

* An Approximation only—no specific information having been received by the Department.

† A decrease—caused by the institution of an Entrance Examination for the Grammar Schools.

‡ Including Normal and Model Schools, &c., from 1855.

§ Including holidays and vacations.

¶ Principally taken from 1860—no report being received since.

‡ Balances due but not collected were included until 1858, but from that date Nos. 18, 19, 20, 21, 22 and 24, represent actual payments only. If we add to the Grand Total (24) the unexpended balances, we should have an available sum of \$1670024 for Educational purposes during 1861; and for 1860, \$1615670—the increase in 1861 being \$54354.

** Academies included until 1851.

*** Academies not included until 1851.

NOTE.—The Returns in the foregoing Table, up to the year 1847, are not very complete; but since that period they have been sufficiently so as to establish data by which to compare our yearly progress in Educational matters. The Returns are now pretty extensive, and embrace all Institutions of Learning, from the Common School up to the University; but hitherto the sources of the foregoing regarding this latter class of Institutions have been rather private than official, which should not be the case. The Annual Report of a Department of Public Instruction should present, in one comprehensive tabular view, the actual state and progress of ALL our Educational Institutions—Primary, Intermediate, and Superior.



TABLE U—(Statement No. 1).—The Grants to Grammar and Common Schools in Upper Canada, 1861.

LEGISLATIVE APPORTIONMENT TO COMMON SCHOOLS.

MUNICIPALITIES.	Amount		AMOUNT OF APPORTIONMENT FOR 1861.		
	Paid.	Unpaid.	To		Total.
			Common Schools.	Separate Schools.	
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
<i>Counties.</i>					
Glengarry	2362 48	42 00	2214 00	190 48	2404 48
Stormont	1844 00		1844 00		1844 00
Dundas	1977 00		1977 00		1977 00
Prescott	1655 20		1544 00	111 20	1655 20
Russell	764 00		764 00		764 00
Carleton	3266 50	40 50	3241 00	66 00	3307 00
Grenville	2325 00		2286 00	39 00	2325 00
Leeds	3506 89	110 11	3586 00	31 00	3617 00
Lanark	3058 00		3050 00	8 00	3058 00
Ronfrew	2124 21	56 04	2171 00	9 25	2180 25
Frontenac	2616 00		2473 00	143 00	2616 00
Addington	1918 00		1876 00	42 00	1918 00
Lennox	876 00		876 00		876 00
Prince Edward	2123 50	17 50	2106 00	35 00	2141 00
Hastings	4216 00		4166 00	50 00	4216 00
Northumberland	3784 00		3760 00	24 00	3784 00
Durham	3619 00		3619 00		3619 00
Peterborough	2332 00		2303 00	29 00	2332 00
Victoria	2403 00		2403 00		2403 00
Ontario	4271 00		4271 00		4271 00
York	6377 00	15 00	6282 00	110 00	6392 00
Peel	2796 56		2768 00	28 56	2796 56
Simcoo	4496 00		4421 00	75 00	4496 00
Haltou	2288 00		2258 00		2288 00
Wentworth	3236 00		3203 00	33 00	3236 00
Brant	2345 00		2345 00		2345 00
Lincoln	2296 00		2243 00	53 00	2296 00
Welland	2191 00	24 00	2215 00		2215 00
Haldimand	2322 00	12 00	2304 00	30 00	2334 00
Norfolk	3053 00		3037 00	16 00	3053 00
Oxford	4583 00		4583 00		4583 00
Waterloo	3356 00		3207 00	149 00	3356 00
Wellington	4792 00	65 00	4664 00	193 00	4857 00
Grey	4062 00	10 00	3986 00	86 00	4072 00
Perth	3572 00		3552 00	20 00	3572 00
Huron	5442 00	8 00	5434 00	16 00	5450 00
Bruce	2969 59	4 00	2927 00	46 59	2973 59
Middlesex	5410 00		5382 00	28 00	5410 00
Elgin	3311 00		3311 00		3311 00
Kent	3030 00		2970 00	60 00	3030 00
Lambton	2619 00		2617 00		2619 00
Essex	2194 00	1 00	2145 00	50 00	2195 00
	127782 93	405 15	126416 00	1772 08	128188 08
<i>Cities.</i>					
Toronto	5073 00		3449 00	1624 00	5073 00
Hamilton	2137 00		1788 00	349 00	2137 00
Kingston	1557 00		1072 00	485 00	1557 00
London	1292 00		1148 00	144 00	1292 00
Ottawa	1649 00		696 00	953 00	1649 00
	\$11708 00		\$8153 00	\$3555 00	\$11708 00

TABLE U—(Statement No. 1).—The Grants to Grammar and Common Schools in Upper Canada, 1861.—(Continued.)

LEGISLATIVE APPORTIONMENT TO COMMON SCHOOLS.

MUNICIPALITIES.	Amount		AMOUNT OF APPORTIONMENT FOR 1861.		
	Paid.	Unpaid.	To Common Schools.	To Separate Schools.	Total.
<i>Towns.</i>	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh.....	257 00	.....	153 00	94 00	257 00
Barrie.....	179 00	.....	116 00	63 00	179 00
Belleville.....	582 00	.....	415 00	167 00	582 00
Berlin.....	231 00	.....	208 00	23 00	231 00
Bowmanville.....	217 00	.....	217 00	.....	217 00
Brantford.....	740 00	.....	617 00	123 00	740 00
Brockville.....	433 00	.....	317 00	116 00	433 00
Chatham.....	480 00	.....	422 00	58 00	480 00
Clifton.....	106 00	.....	64 00	42 00	106 00
Cobourg.....	531 00	.....	405 00	129 00	534 00
Collingwood.....	244 00	.....	244 00	.....	244 00
Cornwall.....	206 00	.....	206 00	.....	206 00
Dundas.....	308 00	.....	180 00	128 00	308 00
Galt.....	319 00	.....	319 00	.....	319 00
Goderich.....	315 00	.....	315 00	.....	315 00
Guelpb.....	452 00	.....	327 00	125 00	452 00
Ingersoll.....	193 00	.....	152 00	44 00	196 00
Lindsay.....	195 00	.....	190 00	95 00	195 00
Milton.....	104 00	.....	104 00	.....	104 00
Niagara.....	235 00	.....	159 00	76 00	235 00
Oakville.....	172 00	.....	140 00	32 00	172 00
Owen Sound.....	183 00	.....	183 00	.....	183 00
Paris.....	346 00	.....	304 00	42 00	346 00
Perth.....	261 00	.....	195 00	66 00	261 00
Peterborough.....	354 00	.....	258 00	96 00	354 00
Pictou.....	196 00	.....	129 00	67 00	196 00
Port Hope.....	434 00	.....	434 00	.....	434 00
Prescott.....	234 00	.....	102 00	132 00	234 00
Sandwich.....	106 00	.....	106 00	.....	106 00
Sarnia.....	199 00	.....	199 00	.....	199 00
St. Catharines.....	630 00	.....	376 00	254 00	630 00
St. Thomas.....	172 00	.....	151 00	21 00	172 00
Simcoe.....	182 00	.....	182 00	.....	182 00
Whitby.....	274 00	.....	250 00	24 00	274 00
Windsor.....	275 00	.....	275 00	.....	275 00
Woodstock.....	348 00	.....	348 00	.....	348 00
	10699 00	.....	8682 00	2017 00	10699 00
<i>Incorporated Villages.</i>					
Ashburnham.....	91 00	.....	91 00	.....	91 00
Blith.....	74 00	.....	74 00	.....	74 00
Bradford.....	115 00	.....	115 00	.....	115 00
Brampton.....	156 00	.....	156 00	.....	156 00
Brighton.....	146 00	.....	146 00	.....	146 00
Caledonia.....	102 00	.....	102 00	.....	102 00
Cayuga.....	77 00	.....	77 00	.....	77 00
Chippewa.....	126 00	.....	126 00	.....	126 00
Clinton.....	92 00	.....	92 00	.....	92 00
Colborne.....	92 00	.....	92 00	.....	92 00
Dunnville.....	141 00	.....	141 00	.....	141 00
Elora.....	135 46	.....	129 00	6 46	135 46
Embro.....	80 00	.....	80 00	.....	80 00
Fergus.....	188 15	.....	119 00	19 15	138 15

TABLE U—(Statement No. 1).—The Grants to Grammar and Common Schools in Upper Canada, 1861.

LEGISLATIVE APPORTIONMENT TO COMMON SCHOOLS.

MUNICIPALITIES.	Amount		AMOUNT OF APPORTIONMENT FOR 1861.		
	Paid.	Unpaid.	To	To	Total.
			Common Schools.	Separate Schools.	
<i>Counties.</i>	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Glengarry	2362 48	42 00	2214 00	190 48	2404 48
Stormont	1844 00		1844 00		1844 00
Dundas	1977 00		1977 00		1977 00
Prescott	1655 20		1544 00	111 20	1655 20
Russell	764 00		764 00		764 00
Carleton	3266 50	40 50	3241 00	66 00	3507 00
Grenville	2325 00		2286 00	39 00	2325 00
Leeds	3506 80	110 11	3586 00	31 00	3617 00
Lanark	3058 00		3050 00	8 00	3058 00
Renfrew	2124 21	56 04	2171 00	9 25	2180 25
Frontenac	2616 00		2473 00	143 00	2616 00
Addington	1918 00		1876 00	42 00	1918 00
Lennox	876 00		876 00		876 00
Prince Edward	2123 50	17 50	2106 00	35 00	2141 00
Hastings	4216 00		4166 00	50 00	4216 00
Northumberland	3784 00		3760 00	24 00	3784 00
Durham	3619 00		3619 00		3619 00
Peterborough	2332 00		2303 00	29 00	2332 00
Victoria	2403 00		2403 00		2403 00
Ontario	4271 00		4271 00		4271 00
York	6377 00	15 00	6282 00	110 00	6392 00
Peel	2796 56		2768 00	28 56	2796 56
Simcoe	4496 00		4421 00	75 00	4496 00
Haltont	2288 00		2208 00		2288 00
Wentworth	3236 00		3203 00	33 00	3236 00
Brant	2345 00		2345 00		2345 00
Lincoln	2296 00		2243 00	53 00	2296 00
Welland	2191 00	24 00	2215 00		2215 00
Haldimand	2322 00	12 00	2304 00	30 00	2354 00
Norfolk	3053 00		3037 00	16 00	3053 00
Oxford	4583 00		4583 00		4583 00
Waterloo	3356 00		3207 00	149 00	3356 00
Wellington	4792 00	65 00	4661 00	193 00	4857 00
Grey	4062 00	10 00	3986 00	86 00	4072 00
Perth	3572 00		3552 00	20 00	3572 00
Huron	5442 00	8 00	5434 00	16 00	5450 00
Bruce	2969 59	4 00	2927 00	46 59	2973 59
Middlesex	5410 00		5382 00	28 00	5410 00
Elgin	3311 00		3311 00		3311 00
Kent	3030 00		2970 00	60 00	3030 00
Lambton	2619 00		2610 00		2619 00
Essex	2194 00	1 00	2145 00	50 00	2195 00
	127782 93	405 15	126416 00	1772 08	128188 08
<i>Cities.</i>					
Toronto	5073 00		3440 00	1624 00	5073 00
Hamilton	2137 00		1788 00	349 00	2137 00
Kingston	1557 00		1072 00	485 00	1557 00
London	1292 00		1148 00	144 00	1292 00
Ottawa	1649 00		696 00	953 00	1649 00
	\$11708 00		\$8153 00	\$3555 00	\$11708 00

TABLE U—(Statement No. 1).—The Grants to Grammar and Common Schools in Upper Canada, 1861.—(Continued.)

LEGISLATIVE APPORTIONMENT TO COMMON SCHOOLS.

MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	AMOUNT OF APPORTIONMENT FOR 1861.		
			To Common Schools.	To Separate Schools.	Total.
<i>Towns.</i>	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Amherstburgh.....	257 00		163 00	94 00	257 00
Barrie.....	179 00		116 00	63 00	179 00
Belleville.....	582 00		415 00	167 00	582 00
Berlin.....	231 00		208 00	23 00	231 00
Bowmanville.....	217 00		217 00		217 00
Brantford.....	740 00		617 00	123 00	740 00
Brockville.....	433 00		317 56	116 00	433 00
Chatham.....	480 00		422 00	58 00	480 00
Clifton.....	106 00		64 00	42 00	106 00
Cobourg.....	521 00		405 00	129 00	534 00
Collingwood.....	244 00		244 00		244 00
Cornwall.....	206 00		206 00		206 00
Dundas.....	308 00		180 00	128 00	308 00
Galt.....	319 00		319 00		319 00
Goderich.....	315 00		315 00		315 00
Guelph.....	452 00		327 00	125 00	452 00
Ingersoll.....	196 00		152 00	44 00	196 00
Lindsay.....	195 00		190 00	95 00	195 00
Milton.....	104 00		104 00		104 00
Niagara.....	235 00		159 00	76 00	235 00
Oakville.....	172 00		146 00	32 00	172 00
Owen Sound.....	183 00		183 00		183 00
Paris.....	346 00		304 00	42 00	346 00
Perth.....	261 00		195 00	66 00	261 00
Peterborough.....	354 00		258 00	98 00	354 00
Picton.....	196 00		129 00	67 00	196 00
Port Hope.....	434 00		434 00		434 00
Prescott.....	234 00		102 00	132 00	234 00
Sandwich.....	106 00		106 00		106 00
Sarnia.....	199 00		199 00		199 00
St. Catharines.....	630 00		376 00	254 00	630 00
St. Thomas.....	172 00		151 00	21 00	172 00
Simcoe.....	182 00		182 00		182 00
Whitby.....	274 00		250 00	24 00	274 00
Windsor.....	275 00		275 00		275 00
Woodstock.....	348 00		348 00		348 00
	10699 00		8682 00	2017 00	10699 00
<i>Incorporated Villages.</i>					
Ashburnham.....	91 00		91 00		91 00
Bach.....	74 00		74 00		74 00
Bradford.....	115 00		115 00		115 00
Brampton.....	156 00		156 00		156 00
Brighton.....	146 00		146 00		146 00
Caledonia.....	102 00		102 00		102 00
Cayuga.....	77 00		77 00		77 00
Chippewa.....	126 00		126 00		126 00
Clinton.....	92 00		92 00		92 00
Colborne.....	92 00		92 00		92 00
Dunnville.....	141 00		141 00		141 00
Elora.....	135 46		129 00	6 46	135 46
Embro.....	80 00		80 00		80 00
Fergus.....	138 15		119 00	19 15	138 15

TABLE U—(Statement No. 1).—The Grants to Grammar and Common Schools in Upper Canada, 1861.—(Continued.)

LEGISLATIVE APPORTIONMENT TO COMMON SCHOOLS.

MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	AMOUNT OF APPORTIONMENT FOR 1861.		
			To Common Schools.	To Separate Schools.	Total.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
<i>Incorporated Villages.—(Con.)</i>					
Fort Erie.....	85 00	.....	68 00	17 00	85 00
Hawkesbury.....	119 00	.....	119 00	.....	119 00
Hespeler.....	87 00	.....	87 00	.....	87 00
Iroquois.....	53 00	.....	53 00	.....	53 00
Kemptville.....	115 00	.....	115 00	.....	115 00
Kincardine.....	117 00	.....	117 00	.....	117 00
Merrickville.....	87 00	.....	87 00	.....	87 00
Mitchell.....	138 00	.....	138 00	.....	138 00
Morrisburgh.....	71 00	.....	71 00	.....	71 00
Napanee.....	171 00	.....	162 00	9 00	171 00
Newburgh.....	106 00	.....	106 00	.....	106 00
Newcastle.....	138 00	.....	138 00	.....	138 00
New Hamburg.....	104 00	.....	104 00	.....	104 00
Newmarket.....	158 00	.....	115 00	43 00	158 00
Oshawa.....	164 00	.....	113 00	51 00	164 00
Pembroke.....	51 00	.....	51 00	.....	51 00
Portsmouth.....	119 00	.....	73 00	46 00	119 00
Preston.....	154 00	.....	132 00	22 00	154 00
Renfrew.....	65 00	.....	65 00	.....	65 00
Smith's Falls.....	97 00	.....	97 00	.....	97 00
Southampton.....	69 00	.....	69 00	.....	69 00
Stirling.....	74 00	.....	74 00	.....	74 00
St. Mary's.....	279 00	.....	279 00	.....	279 00
Stratford.....	310 00	.....	310 00	.....	310 00
Strathroy.....	75 00	.....	75 00	.....	75 00
Streetsville.....	127 00	.....	127 00	.....	127 00
Thorold.....	197 00	.....	110 00	87 00	197 00
Trenton.....	176 00	.....	69 00	107 00	176 00
Vienna.....	102 00	.....	102 00	.....	102 00
Waterloo.....	139 00	.....	139 00	.....	139 00
Welland.....	83 00	.....	83 00	.....	83 00
Yorkville.....	177 00	.....	177 00	.....	177 00
	5572 61	.....	5165 00	407 61	5572 61
RECAPITULATION.					
Counties.....	127782 93	405 15	126416 00	1772 08	128188 08
Cities.....	11708 00	.....	8153 00	3555 00	11708 00
Towns.....	10699 00	.....	8682 00	2017 00	10699 00
Villages.....	5572 61	.....	5165 00	407 61	5572 61
	\$155762 54	\$405 15	\$148416 00	\$7751 09	\$156167 69

TABLE U.—(Continued.)

(Statement No. 2).—THE UPPER CANADA GRAMMAR SCHOOL FUND, 1861.

COUNTY MUNICIPALITIES.	Amount Paid.	Amount Unpaid.	Amount of Apportionment.
	\$ cts.	\$ cts.	\$ cts.
Stormont, Dundas, and Glengarry	1760 00	.....	1760 00
Prescott and Russell.....	920 00	.....	920 00
Carleton	1100 00	250 00	1350 00
Leeds and Grenville.....	1653 00	147 00	1800 00
Lanark and Renfrew.....	1167 00	423 00	1590 00
Frontenac, Lennox and Addington	1746 00	200 00	1946 00
Prince Edward	686 00	200 00	886 00
Hastings	1063 00	381 00	1444 00
Northumberland and Durham.....	2060 00	200 00	2260 00
Peterborough and Victoria.....	1370 00	140 00	1510 00
Ontario.....	1100 00	275 00	1375 00
York and Peel.....	3410 00	70 00	3480 00
Simcoe	1253 00	187 00	1440 00
Halton	930 00	.....	930 00
Wentworth.....	1580 00	.....	1580 00
Brant.....	1109 00	.....	1109 00
Lincoln	923 00	133 00	1056 00
Welland	630 00	479 00	1159 00
Haldimand.....	700 00	250 00	950 00
Norfolk	865 00	200 00	1065 00
Oxford	1480 00	.....	1480 00
Waterloo	1300 00	.....	1300 00
Wellington	1550 00	.....	1550 00
Grey	800 00	.....	800 00
Perth.....	950 00	150 00	1100 00
Huron and Bruce.....	1200 00	.....	1200 00
Middlesex.....	1780 00	.....	1780 00
Elgin	910 00	200 00	1140 00
Kent	800 00	.....	800 00
Lambton.....	750 00	.....	750 00
Essex	550 00	.....	550 00
	\$38175 00	\$3885 00	\$42060 00

RECAPITULATION.

	Amount paid up to July, 1862, on account of 1861.	Amount Unpaid.	Amount of Apportionment.
	\$ cts.	\$ cts.	\$ cts.
Common and Separate Schools	155762 54	405 15	156167 69
Grammar Schools	38175 00	3585 00	42060 00
Poor Schools, as detailed in Account Table V, } Statement No. 2, page 147..... }	589 00	.....	589 00
	\$194526 54	\$4290 15	\$198816 69

TABLE V.—THE ACCOUNTS OF THE EDUCATIONAL DEPARTMENT FOR 1861.

Statement No. 1.—LEGISLATIVE GRANT TO COMMON SCHOOLS.

[U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 106.]

1861.	Receipts.		Amount.	
January 1.....	To Balance unexpended per account of 1860.....		\$	cts.
	To Proportion of Warrants for this service.....		19762	58
			132226	00
				\$151988 58

1861.	Expenditure.	Amount.	Expenditure.	Amount.
Jan. 1 to Dec. 31	By Sundry Payments to the following Municipalities:—			
	COUNTIES.		TOWNS.	
		\$ cts.		\$ cts.
	Stormont, Dundas and Glengarry.....	6035 00	Amherstburgh.....	163 00
	Prescott and Russell (including \$105 for 1860.....)	2413 00	Burrie.....	118 00
	Carleton.....	3241 00	Belleville.....	415 00
	Leeds and Grenville.....	3792 39	Berlin.....	208 00
	Lanark and Renfrew.....	3201 96	Bowmanville.....	217 00
	Frontenac, Lennox and Addington.....	5225 00	Brantford.....	617 00
	Prince Edward.....	2106 00	Brockville.....	317 00
	Hastings.....	4186 00	Chatam.....	422 00
	Northumberland and Durham.....	7379 00	Clifton.....	64 00
	Peterborough and Victoria.....	4706 00	Cobourg.....	405 00
	Ontario.....	4271 00	Collingwood.....	244 00
	York and Peel (including \$23 for 1859).....	9073 00	Cornwall.....	206 00
	Simcoe.....	4421 00	Dundas.....	180 00
	Halton.....	2285 00	Galt.....	319 00
	Wentworth.....	3203 00	Goderich.....	315 00
	Brant.....	2345 00	Guelph.....	327 00
	Lincoln.....	2238 85	Ingersoll.....	152 00
	Welland (including \$31 for 1860).....	2272 00	Lindsay.....	100 00
	Haldimand.....	2292 00	Milton.....	104 00
	Norfolk (including \$487 for 1860).....	3524 00	Niagara.....	159 00
	Oxford.....	4583 00	Oakville.....	140 00
	Waterloo.....	3207 00	Owen Sound.....	183 00
	Wellington.....	4615 00	Paris.....	304 00
	Gray.....	3986 00	Peterborough.....	258 00
	Perth.....	3552 00	Pictou.....	129 00
	Huron and Bruce.....	8857 00	Port Hope.....	434 00
	Middlesex.....	5382 00	Prescott.....	102 00
	Elgin.....	3311 00	Sandwich.....	106 00
	Kent.....	2970 00	Sarnia.....	199 00
	Lambton.....	2619 00	St. Catharines.....	376 00
	Essex (including \$34 79 for 1860).....	2178 79	St. Thomas.....	151 00
		\$126954 40	Simcoe.....	182 00
			Whitby.....	250 00
			Windsor.....	275 00
			Woodstock.....	348 00
				\$487 00
			VILLAGES.	
	CITIES.		Ashburnham.....	91 00
	Toronto.....	3449 00	Bath.....	74 00
	Hamilton.....	1788 00	Bradford.....	115 00
	Kingston.....	1072 00	Brampton.....	156 00
	London.....	1148 00	Brighton.....	280 00
	Ottawa.....	696 00	Caledonia.....	102 00
		\$153 00	Cayuga.....	77 00

TABLE V.—ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, &c.—(Continued.)

Statement No. 2.—(Continued.)

1861.	Expenditure.	Amount		Expenditure.	Amount.	
Jan. 1	<i>Huron & Bruce</i> —(Cont'd.)	\$	cts.	<i>Essex:</i>	cts.	\$
to	Arran, No. 4.....	10	00	Colored School, B. Malden		20 00
Dec. 31	do No. 11.....	10	00	<i>Bruce Mines</i>		100 00
	Biddulph, No. 9.....	15	00			589 00
	Howick, Township.....	80	00	To Balance unexpended.....		2478 93
	McGillivray, No. 9.....	15	00			3067 93
			180 00	Total.....		

Statement No. 3.—ROMAN CATHOLIC SEPARATE SCHOOL APPORTIONMENT.

[U. C. Consolidated Statutes, 22 Victoria, Chapter 65, Sections 33 and 34.]

1861.	Receipts.	Amount.		Expenditure.	Amount.	
Jan. 1.	To Balance unexpended per account of 1860.....	\$	cts.	By sundry payments on account of 1860 and 1861, as detailed in Table F:	\$	cts.
	To proportion of Warrants for this service.....		2994 47	Cities.....	3345 00	
			5401 00	Towns.....	2127 86	
	Total.....		8395 47	Villages.....	350 06	
				Sections.....	1726 62	7549 54
				By Balance in course of expenditure.....		845 93
				Total.....		8395 47

Statement No. 4.—GRAMMAR SCHOOL FUND.

U. C. Consolidated Statutes, 22 Victoria, Chapter 63, Sections 8 and 9.

1861.	Receipts.	Amount.	
January 1.....	To Balance unexpended per account of 1860.....	\$	cts.
	To proportion of Warrant for this service.....	19282	00
	do do do.....	12569	00
			31851 00
December 31.....	To Balance.....		39572 34
			812 66
	Total.....		40385 00

TABLE V.—ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, &c.—(Continued.)

Statement No. 4.—(Continued.)

1861.	Expenditure.	Amount.		Expenditure.	Amount.	
		\$ cts.	\$ cts.		\$ cts.	\$ cts.
Jan. 1 to Dec.31	By sundry payments on account of the apportionment for 1860 and 1861 to the following					
	COUNTIES.			COUNTIES.—(Continued.)		
	Stormont, Dundas and Glengarry.....	1713	00	Brant.....	1105	00
	Prescott and Russell.....	1089	00	Lincoln.....	1056	00
	Carleton.....	1050	00	Welland.....	657	00
	Leeds and Grenville.....	1873	00	Haldimand.....	650	00
	Lanark and Renfrew.....	1205	00	Norfolk.....	1398	00
	Frontenac, Lennox and Ad- dington.....	2266	00	Oxford.....	1385	00
	Prince Edward.....	703	00	Waterloo.....	1862	00
	Hastings.....	1213	00	Wellington.....	1690	00
	Northumberland & Durham. Peterborough and Victoria..	1982	00	Grey.....	750	00
	Ontario.....	970	00	Perth.....	750	00
	York and Peel.....	3577	00	Huron and Bruce.....	1065	00
	Simcoe.....	1228	00	Middlesex.....	1 94	00
	Halton.....	1160	00	Elgin.....	940	00
	Westworth.....	1681	00	Kent.....	750	00
				Lambton.....	699	00
				Essex.....	675	00
						40385 00

Statement No. 5.—MODEL GRAMMAR SCHOOL, AND EXAMINERS AND INSPECTORS OF GRAMMAR SCHOOLS.

[U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 120, Clause 1.]

1861.	Receipts.	Amount.	
		\$ cts.	\$ cts.
	To proportion of Warrants for Model Grammar School, 1861...	4000	00
	To Warrants for Inspectors, 1861.....	1000	00
	To Model Grammar School Fees—First Quarter.....	839	00
	do do Second Quarter.....	847	00
	do do Third Quarter.....	558	00
	do do Fourth Quarter.....	741	50
	To Warrant issued under authority of an Order in Council out of the unexpended balance of the appropriation for Libraries, Maps, and Apparatus, to pay balance of expenditure in building and furnishing on account of Model Grammar School.....	14130	67
	To Balance.....		22125 17
			1196 64
	Total.....		23321 81

TABLE V.—ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, &c.—(Continued.)

Statement No. 7.—PUBLIC SCHOOL LIBRARIES, MAPS, AND APPARATUS.

[U. C. Consolidated Statutes, 22 Victoria, Chapter 64, Section 20.]

1861.	Receipts.	Amount.	
		\$ cts.	\$ cts.
January 1.....	To Balance per account of 1860.....		6536 67
	To net amount received from Municipalities, School Sections, &c., for Libraries, as per Table O.....	2042 11	
	To net amount received from Municipalities, School Sections, &c., for Maps, Apparatus, and Prizes, as per Table P.....	8125 57	
	To sales in Depository of Text Books, &c., for school purposes, during the year.....	4894 52	
			15062 20
December 31.....	To Balance.....		21598 87
			14636 46
	Total.....		36235 33

1861.	Expenditure.	Amount.		Expenditure.	Amount.	
		\$ cts.	\$ cts.		\$ cts.	\$ cts.
Jan. 1 to Dec. 31	By Books, Maps, and Apparatus, purchased in London, Edinburgh, Dublin, New York, Philadelphia, Boston, &c., including exchange and duty.....	23393 47		By Agency and Transportation in England.....	313 85	
	By Maps, School Apparatus, Books, and Map-mounting, in Toronto.....	9490 51		By Printing, Boxes, Wrapping Paper, and Miscellaneous contingencies in Toronto.....	†395 60	
			32883 98	By Premiums on Insurance.....	223 00	1811 35
	By transportation and wharfrage in Toronto.....	868 90		By Salaries of Depository Clerks and Messenger.....		1540 00
				Total.....		36235 33

*This amount includes the publisher's charges for packing which cannot now be given separately, owing to the prolonged detention of the Invoices at the Audit Office in Quebec.

†This amount is subject to modification from the same cause.

Statement No. 8.—SUPERANNUATED TEACHERS.

[U. C. Consolidated Statutes, Chapter 64, Section 120.]

1861.	Receipts.	Amount.		Expenditure.	Amount.	
		\$ cts.	\$ cts.		\$ cts.	\$ cts.
Jan. 1 to Dec. 31	To proportion of Warrants received for this service....	4000 00		By Balance per account of 1860.....		267 42
	To Subscriptions during the year.....	642 00		By Payments during the year on account of 1860 and 1861, as per Table Q.....	4080 66	
			4642 00	By Subscriptions returned to unsuccessful applicants and others, withdrawing from the Fund.....	148 00	
						4228 66
				By Balance in course of expenditure.....		4496 08
						145 92
	Total.....		4642 00	Total.....		4642 00

TABLE V.—ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, &c.—(Continued.)

Statement No. 9.—JOURNAL OF EDUCATION FOR UPPER CANADA.

[U. C. Consolidated Statutes, Chapter 64, Section 120.]

1861.	Receipts.	Amount.		Expenditure.	Amount.	
		\$	cts.		\$	cts.
Jan. 1	To Balance unexpended per account of 1860.....		1462 79	By Printing and Mailing the "Journal of Education" for 1861, and for the miscellaneous expenses of the publication.....		2195 66
	To Warrants for this service during the year.....	1800	00	By Balance in course of expenditure.....		1145 23
	To Subscriptions and other receipts.....	73	15			
			1878 15			
	Total.....		3340 94	Total.....		3240 94

Statement No. 10.—EDUCATIONAL MUSEUM, LIBRARY AND PRACTICAL SCIENCE FUND.

[U. C. Consolidated Statutes, Chapter 64, Section 120.]

1861.	Receipts.	Amount.	
		\$	cts.
June.....	To amount of Warrant for Annual Grant for this service.....		2800 00
July 9.....	To amount of Warrant (issued under authority of an Order in Council) out of the unexpended balance of the appropriation for Librarian, Maps, and Apparatus, to pay balance at debit of this account, 1st January, 1860.....		13292 09
	To proceeds of Photographs sold.....		8 56
	Total.....		16100 65

1861.	Expenditure.	Amount.		Expenditure.	Amount.	
		\$	cts.		\$	cts.
Jan. 1	By Balance per account of 1860.....		10533 60	By Castings for School Furniture per Honorable H. Barnard.....	40	00
	By Pamphlets and Periodicals for Library, and binding same.....	635	28	By Scrubbing Rooms.....	40	00
	By Books for Library, purchased in England.....	481	38	By Premium on Insurance.....	190	50
	By Engravings.....	19	60			1676 16
	By Large Astronomical Telescope with tripod stand complete.....	220	00	By Balance unexpended.....		12209 76
						3390 89
	Total.....			Total.....		16100 65

TABLE V.—ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, &c.—(Continued.)

Statement No. 11.—TRUST FUNDS.

1861.	Receipts.	Amount.		Expenditure.	Amount.	
		\$ cts.	cts.		\$ cts.	\$ cts.
Jan. 1 to Dec. 31	To Cash received from an anonymous donor for investment as a foundation for scholarships, viz: Bank Certificate, \$418 00 Interest on same from 14th April, 1858, to 26th of April, 1861..... 38 16 Further donation from same party 98 00			By City of Toronto Debenture 349..... By City of Toronto Debenture 364..... By City of Toronto Debenture 580..... By Balance.....	600 00 500 00 200 00	1300 00 92 77
	To Grant of H. R. H. the Prince of Wales, for the foundation of prizes.....	800 00				
July 5	To Interest on Debentures, per Bank of Upper Canada.....		38 61			
	Total.....		1392 77	Total.....		1392 77

TABLE V.—ACCOUNTS OF THE EDUCATIONAL DEPARTMENT, &c.—(Continued.)

STATEMENT No. 12.—DEPARTMENTAL BALANCE SHEET, 31st DECEMBER, 1861.

RECEIPTS.		EXPENDITURE.	
Balance 1st January.	Receipts during the year.	Balance 1st January.	Expenditure during the year.
\$ cts.	\$ cts.	\$ cts.	\$ cts.
10762 58	13220 00	148893 49	148893 49
1667 93	2000 00	589 00	589 00
2994 47	5401 00	7949 51	7549 54
7721 34	31851 00	40385 00	40385 00
.....	22125 17	3842 14	23321 81
.....	25,12 26	16404 62	26270 17
.....	15062 20	32235 00	32256 53
6556 67	4642 00	4225 66	4446 98
.....	1878 15	2197 68	2195 65
1462 79	16100 65	1676 16	12209 75
.....	1392 77	1300 00	1300 00
39645 78	258191 20		
.....	5708 86		
.....	303445 84	35146 04	268299 80
			303445 84

NAMES OF THE DIFFERENT ACCOUNTS.

- Statement No. 1.—Common School Grant.....
- " No. 2.—Poor School Fund.....
- " No. 3.—Roman Catholic Separate Schools.....
- " No. 4.—Grammar School Fund.....
- " No. 5.—Model Grammar School.....
- " No. 6.—Normal and Model Schools.....
- " No. 7.—L. braries, Maps, and Apparatus.....
- " No. 8.—S. perannuated Teachers.....
- " No. 9.—Journal of Education.....
- " No. 10.—Educational Museum and Library.....
- " No. 12.—Trust Funds.....

Balance, 31st December, 1861.....

Total.....



APPENDICES TO THE ANNUAL REPORT

OF THE

Normal, Model, Grammar, and Common Schools

IN

UPPER CANADA,

FOR THE YEAR 1861.

APPENDIX A.

EXTRACTS FROM THE REPORTS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS AND BOARDS OF SCHOOL TRUSTEES IN UPPER CANADA, RELATIVE TO THE STATE AND PROGRESS OF ELEMENTARY EDUCATION IN THEIR RESPECTIVE TOWNSHIPS, CITIES, TOWNS AND VILLAGES, FOR THE YEAR, 1861.

I. COUNTY OF GLENGABBY.

1. *Hector McRae, Esquire, Charlottenburgh.*—"The condition of the schools in this township, I am happy to say, is healthy, notwithstanding the many impediments that are daily to be met with in the school-room, through the want of maps and other essential apparatus. The indefatigable exertions of the teachers are truly meritorious and beyond all praise. Progress is making advancing strides in most of our schools, and teachers certainly have a claim on the gratitude of the people; for it is evident that if the teachers were not industrious and persevering in their efforts, the progress of the pupils would not be so manifestly conspicuous. But the toil and moil of the laborious teacher in his daily and arduous vocation, suffering double fatigue in a cold and uncomfortable school-house, is more than I can describe or express. The non-intelligence of too many trustees, combined also with parsimony, is a pressing weight on the energy of the faithful teacher, and also a great detriment and drawback to the improvement of pupils. The Board of Public Instruction for this county has not as yet made use of printed questions in the examination of teachers. Should you send me (for the use of the Board) a printed or other form of such questions as you might deem proper to be used by the Board, I, as secretary of the Board (with the consent of the chairman) would get a sufficient number printed."

2. *The Reverend Mathew Elder, M. A., Lochiel.*—"Herewith I beg to hand you my Annual Report of the Common Schools under my care, which I trust you will find to be complete, and to require but little additional remark. A brief examination will shew the manifest advantages enjoyed by the pupils under the Free School system, not only in the greater attendance, but the more advanced studies which are to be obtained under the better class of teachers. I deeply regret the slowness of the people to comprehend the simplicity or to appreciate the advantages of the Free School system, satisfied as I am

that it is well adapted to their wants; and until a school section is sufficiently awake to its interests to adopt it, it would be folly to hope for any very considerable benefit from our Common Schools. Upon all occasions of my intercourse with the different schools, I make it a point to urge it strenuously upon them that the Free School system is not only rational and fair, but the only means by which they can at all bring to their sequestered homes in the backwoods the creative light of learning. And yet, dull of apprehension, or chary of innovation lest it should touch their pockets, they plod contentedly along the old path. Let us hope that a new generation will sweep away every vestige of that most dangerous of all monopolies—'The Common School Rate Bill.'"

II. COUNTY OF STORMONT.

3. *The Reverend Alexander Matheson, Osnabruck.*—"In remitting this, my first Annual Report, I do not feel inclined nor do I regard myself as competent to say whether the schools in this township are advancing or retrograding; I can only speak of their present state of efficiency. Twelve of our schools were in active operation for a period of not less than eleven months during the past year, and only one of the remaining ten for so short a period as six months. This arose from the fact that the freeholders of the section were building a new school-house exactly upon the site of the old one. The new building is a very neat and commodious one, in every respect much superior to the old school-house. They have also built a good wood-shed in connection with the school, and painted both. Section No. 5 deserves much credit for what it has done during the last half-year. Sections Nos. 3 and 12 have also built very good school-houses during the past year. The former is built of brick, 30 feet by 20; the latter is a frame building well finished. I have much pleasure in stating that the teachers generally have discharged their duties with commendable zeal. Public examinations are becoming more general, and parents and others are beginning to manifest more interest in them. Two schools have reported as having distributed prizes, which I think has only been to a limited extent, having been the gifts of the teachers or some other private parties. The schools of this township are very badly provided with maps and other apparatus; indeed, the most of them have nothing of the sort. I hope we shall soon be in a position to report more favorably of them. The national and other authorized books are used exclusively, except in two or three instances. I will endeavor, however, to have all foreign books removed, and those approved by the Council of Public Instruction exclusively used. The County Board carries out most faithfully all the regulations for the examination and classification of teachers, and the examination papers are all printed. You will see that there are 171 children of school age in our township reported as not attending any school whatever. There may be some other causes that prevent some of them, but I believe the great cause is the influence of parents. It is hard to impress upon some of them the duty of educating their children, and the responsibility that rests upon them if they neglect to avail themselves of the privileges that are put within their reach. I find that the business of trustees, in many of our sections, is conducted very loosely; they do not attend to the forms prescribed by the School Act."

4. *The Reverend Daniel Gordon, Roxborough.*—"In transmitting my Annual Report I have but few observations to make, inasmuch as the schools under my superintendence present but few features different from those of the previous year. I am glad to report all the schools in Roxborough as conducted on the Free School system, with, I believe, but one exception; fourteen were in operation during the first six months, and twelve during the last six months of the year. The trustees of the school in section No. 1 having engaged an unqualified teacher, the proportion of the Government grant was withheld; the teacher was dismissed at the end of six months, consequently, the school being regarded as in the eye of the law vacant during the whole year, is not reported. In section No. 16 the school was discontinued on account of the prevalence of small pox. In section No. 11 a school-house has been built, and a school established for the first time, which makes in all 15 schools in operation at the beginning of 1862. As will be seen by my report already transmitted, the Scriptures have been read in 12 of the schools, and 9 have been opened and closed with prayer. A good school-house of squared timber is now to be seen in seven of the sections under my care. I rejoice to say that parents, on the

whole, have shown a more lively interest in the education of their children and other school matters during the past than in any previous years; still the degree of apathy on the part of parents generally, and the low standard of what they consider necessary education, are among the greatest difficulties with which we have to contend; hence the complaints of "hard times," "scarcity of money," when we represent the desirableness and necessity of procuring maps, blackboards, prize books, &c., &c. Hope for the best! Despise not the day of small things! Rome was not built in a day! say we, and push on. I regret to say that I have not been so well satisfied with the proficiency of the pupils in some of the schools as I was last year; one reason, however, is that a considerable number of the more advanced pupils have left school, attended the County Board examinations, and in some cases obtained certificates of qualification and are now teaching. I hope to be able to report more decided progress next year."

III. COUNTY OF DUNDAS.

5. *Wm. Johnston, Esquire, Matilda.*—"I now am happy to state that the schools of this township are generally in an improving condition: The advantages of our improved system of education are obviously apparent. It is pleasing to find in trustees a growing desire to secure the services of the most efficient teachers. Of these there are two in this township who hold first-class certificates; and so deserving of notice have been their exertions to excel in their calling, that I think it a duty to distinguish sections Nos. 11 and 13 as the model schools of this township. We have also, in No. 9, a young man whose capability might be turned to good account if encouraged by the co-operation of the trustees and parents. As a stimulus and example to others, I would remark that at our last examination of No. 11, several clergymen were present, also the trustees and a majority of the parents. The interest elicited on the occasion was charming. The labors of the teacher, Mr. Gray, were delightfully made manifest by the acute, ready, and intelligent answers of his pupils, who evinced a radical knowledge of first principles in the different branches of their study. The value of prizes as an incentive to exertion was brilliantly exemplified by the different classes whose advancement in the knowledge of spelling, reading, writing, arithmetic, geography, grammar, geometry, algebra, and trigonometry was mainly induced under the idea of the prize offered to each as the honor and reward due to the merits of his labor. To the teacher and inhabitants of this section I owe the acknowledgment of their readiness to subscribe for prize books, and for the sentiment of one individual who from his light means gave \$5, under the idea that he could not give for any purpose more noble than that of encouraging little children to cultivate their minds. Equally worthy are the exertions of section No. 13. The teacher is a hard working young man, and his pupils, at our last examination, wrote for him a character far superior than any that could be given from any other sources. The duty of rendering to everyone according to his merits compels me to distinguish between worthy and unworthy teachers; and until we thus distinguish for the public, I do not see that the dignity of the office of teaching will be restored to its proper place in the estimation of the people. Teachers, whose highest aim is not the amount of wages, but how they may best excel others in their great work of teaching; who visit each other's schools and take counsel, not only as to the most effectual methods of teaching, but how they may best succeed in scattering a wholesome educational influence around the sections of their labor; such have every right to our distinctive notice, and their services, as affecting the rising generation, are worthy of our most attentive consideration. Such teachers find encouragement in our school sections, by the influence of which the interests of education are being obviously accelerated in this township. They offer an excellent opportunity to illustrate the benefits to be derived from our town library and the *Journal of Education*, and to present to society at large the many advantages arising from a sound moral and religious education; hence our success from school lectures has become happily apparent. In making my school visits, I look to the pupil for method, manner, accuracy, zeal and intelligence in every branch of his study, which I find has very good effect upon both teacher and pupil, and leads to correct methods and to accuracy in the course of procedure. I can examine only one school in the day, the evening of which I appoint for the lecture, as more convenient for a good attendance, and remain over night for the purpose of

conversation with the teacher and those interested in the great work of educating youth. Thus an appetite for reading and general information is noticeable by the number of applications to the library for books in the last year. It is, however, to be regretted that more attention is not given to those regulations under which the library should be conducted. The free schools have generally the best attendance, and non-attendance is chiefly occasioned by the inability of parents."

6. *The Reverend John J. McLaughlin, Williamsburgh.*—"In reference to the schools in this township for the past year, I have little to add to the remarks made on the same schools for the previous year. Some schools are working hard and ascending quietly the rugged steep; others are doing little else than languishing and loitering at the foot of the hill. The obvious cause of the disparity in the two classes is the want of qualification on the part of the teachers and trustees. Some trustees will employ none but competent teachers; others will employ none but incompetent ones, because they can get their incompetent services for little or nothing, and from nothing something cannot be expected. If some of the youth of our country are deprived of a good education, the onus rests with the people themselves. The revised programme for County Board examinations is adopted, and examination questions are printed. You will observe by my report that the *Journal of Education* is pretty regularly received by all our school sections."

7. *John Halliday, Esquire, Winchester.*—"In transmitting this, my first Annual Report, I do not feel inclined to pronounce on the progress of the schools under my superintendence; I can only speak of their present efficiency. On visiting them, I found them generally in very good working order. They have been all conducted on the free system this year, which system is beginning to be most favorable in this township, especially so when there is a good efficient teacher employed. The profession of teaching is too often followed by young men merely for the sake of emolument, and as a stepping stone to some other profession, consequently their hearts are not in the work. There are a few honorable exceptions who have devoted their whole energies and talents to it as their profession for life. The principal cause of the non-attendance of some and the very irregular attendance of others, I would ascribe to the indifference and carelessness of parents, though, in some cases, it is attributable to the unpopularity of the teacher; I generally find that when there is a good teacher employed the attendance is more regular. The general regulations in regard to religious instruction are not followed in any of the schools; ten are opened and closed with prayer, and the Bible and Testament are read in nine of them. I have found it a very tedious operation to get correct financial returns from the trustees, many of whom are incapable of keeping the simplest accounts accurately; and, although their accounts have passed through the hands of the auditors, I find that the auditors in the majority of cases are men of no greater ability than the trustees, consequently there is no security against false returns. I have also found, in most of the sections, great dissatisfaction at the way in which the financial affairs of the section are managed. I have, in all such cases, advised trustees and auditors to get all old scores settled up in the most amicable way possible, and commence this year with a more systematic way of keeping their accounts; and, in all cases, to take receipts for all payments, and also to keep a book in which to record all the minutes of their trustee meetings, without which none of their acts are legal. If the provisions of the school act are only carried out in a right spirit, there need be no jarring or discord in regard to financial matters. I regret that I have to report that we have no common school libraries in the township, and only one in connection with the Sabbath Schools. I regret to state that want of public libraries is not sufficiently felt in this part of the country; although they are ardently desired by a great many, yet the majority prefer to expend all our portion of the Clergy Reserve Fund in making roads. I trust that by perseverance the influence and understanding of the intelligent will at length have full weight on the public, and cause them to avail themselves of such inestimable blessings. I will do my best to persuade the Council to make a beginning in the right direction this year. The holding of public examinations is coming more into practice this year. There have been prizes distributed in four of the schools, the prizes being furnished by the teachers. Maps and other school requisites are very much needed, though several sections have a partial supply. Since my appointment, I have repeatedly urged upon trustees the necessity of furnishing

these very useful appliances in the cause of education. It is astonishing to see how few of the sections are supplied, when maps, &c., can be obtained from the Department on such favorable terms. The *Journal of Education* is regularly received at this office; it is an invaluable paper, and will accomplish much good in the cause of education throughout the Province. Accept my thanks for the valuable advice that I have received since my appointment to office."

IV. COUNTY OF PRESCOTT:

8. *Humphrey Hughes, Esquire, Alfred.*—I am sorry to say that the schools in this township are not making that proficiency that I would desire. One great impediment is, the greater part of the population are French-Canadians, who are continually changing places. They do not remain long enough in one locality for their children to be benefitted by the schools. Another reason why they are not more benefitted is because they employ cheap teachers. They are easily pleased with a teacher, if he or she can teach the catechism, &c. I have been trying to persuade them to employ English teachers, and have their children learn English, and then they can use the national books. Several of them now are anxious for the change. I am sorry to have to show so large a number of children not attending any school. However, there are some things connected with the schools that are satisfactory, viz.: there is not a murmur now against free schools, which was not so heretofore; and although five of the school sections are of mixed population, there is nothing ever said of separate schools. They are all well satisfied with the school law as it is. The *Journal of Education* is regularly received; there are some trustees, however, that do not take it from the office because they do not understand English; but the greater part of the trustees receive it with gratitude."

9. *James Frith, Esquire, Plantagenet, South.*—"The Annual Report, sent herewith, I trust will be considered on the whole as satisfactory; and although we cannot produce such specimens of progress as may be found in some of the larger schools in populous towns and cities further up the Province, yet when compared with the schools in existence some thirty years ago, when I first settled in these parts, any impartial and candid observer must acknowledge that very considerable progress has been made. An examination and distribution of prizes took place yesterday at No. 1 common school section, which was attended by several intelligent and well-qualified persons as witnesses, when they expressed their most decided approbation of the schools in their several exercises; and it was observed that the distribution of the prizes was not connected with ill feeling on the part of the scholars, such as jealousy, envy, discontent, &c. And here also allow me to say that the books selected by the Department (as desired) were fully approved; and I shall be glad if, in visiting the other schools in this township, I should be able to prevail upon the trustees and others to avail themselves of the advantages of maps, &c., and reward books, which I am persuaded are of great utility; and the rewards if properly managed, so as to avoid those evil dispositions to which I have already alluded, will have a tendency to promote a degree of healthy emulation which is highly desirable."

V. COUNTY OF RUSSELL.

10. *The Reverend W. M. Pattyson, Cambridge.*—"Education is evidently taking a deeper hold of the community here, and, as the result, a more extensive interest is manifest, notwithstanding the scattered settlements, their population and the broken up state of the Township. We have only had one school in operation this year; four are likely to be in operation in 1862. The teachers of 1862 will be of a better class, if your humble servant be of any avail in elevating the standard of examination according to law. The Municipality has now organized a fund, and voted for the year 1862, \$120."

11. *James McCaul, Esquire, Clarence.*—"In sending my Annual Report of the schools in this Township, I am gratified to be able to state that they continue to improve, but there is still much wanted. The attendance is not what it should or could be; the distance that some would have to travel, keeps them from attending. But many that could attend, do not do so; and all owing to the neglect of parents. I am in hopes the next Report will show a better and more regular attendance. You will perceive, there were no prizes given,

except in one school in this Township, and I am unable to express any opinion on the effect of the distribution. All the schools continue to be on the free system, and I believe it would be a hopeless thing for any party to endeavor to do away with the system. The libraries have a good effect, but I have not been able to report on the number of volumes taken out during the past season, as the trustees made no returns to me of the number taken. The books are labelled and numbered, and the regulations observed. No advance has been made on the number of volumes, nor is any likely to be made, unless the Township Council will again aid by a grant from the Clergy Reserve Fund."

12. *The Reverend Peter Lindsay, A. B., Cumberland.*—"I was delayed by the trustees of some of the Districts, in getting some of the statistics, necessity to fill up my Annual Report. In some cases it is difficult to get trustees to do their duty, and in several cases I had to return their reports. Upon the whole, I think the cause of education is making progress in this Township. One good sign is the favorable moral and religious character of the teachers. In all the schools, God's word is read, not as a class-book, but devotionally; and in nearly all, the school is opened and closed with prayer. This speaks well for the teachers, and is calculated to work for the good of the rising generation. Another favorable sign is the length of time the schools are kept open. In most districts the teachers are employed the whole year; at least, in but one section the masters shortened the teaching period. The general anxiety seemed to be to have the schools open as long as possible. Education is not likely to make much progress when the schools are not open at least nine months of the year. In this Township the average is more than ten months. I would like to be able to report more favorably of the qualifications of teachers. I think that, as a class they are rising, but there is room for progress. Teaching has not yet been regarded as a profession sufficiently respectable to draw young men of talent into it. Morally, the teachers stand high, but in teaching qualifications, there is a deficiency. The daughters of respectable farmers teach a few years, and, as they gain experience, generally get married, and just as they become truly efficient, give up the profession. Young men of talent and ambition make teaching a stepping-stone to some other more lucrative profession. What is required, is, to raise the salary of the teacher, and then young men will devote themselves to teaching as a profession. As the country advances in material wealth, this will follow. It is a terrible mistake to lower the status of the teacher of youth. Men who would not engage an inefficient ploughman to furrow their fields and commit to them the seed which is to result in a harvest of time, make little inquiry as to the efficiency of the teacher who is to commit to the mellow soil of the heart of the child, seed which is to bear fruit for eternity. This is a momentous error, and the sooner the status of the teacher is elevated, the better. There is an improvement since the time when the teacher was boarded from house to house, yet in this there is much yet to be done. The influence of the Normal School should tell favorably on teachers, and it may be that, in some wealthier districts it is felt, but in this part, as yet, its influence is hardly perceived. The law generally works well. Last year there were no disputes, and generally, the population is satisfied. One or two districts are too large, and more schools will soon be required. This accounts for the numbers given as not going to any school. There was one separate school in operation, I think about three months. No report was furnished from it to me, and as it was not in operation a legal period, I have taken no notice of it. It was situated in school section No. 6. The dissentients wish, as soon as possible, to have a common school rather than a separate school, and probably, by the end of 1863, they will get a new section formed."

VI. COUNTY OF CARLETON.

13. *The Reverend George Case, Fitzroy.*—"A Roman Catholic separate school was kept open at Fitzroy Harbour during the first half of the year 1861, but it is not in my power to furnish you with any facts or statistics relative to that school, as the trustees have not sent me any report whatever. The number of children that have not attended any school whatever, is 191. In most cases their non-attendance has resulted from the carelessness of parents. Some few Roman Catholic parents may have kept their children out of school on account of religious prejudice. In nearly all the schools under my charge the General Regulations in regard to religious instruction are followed by the teachers, and

with good results. In the County of Carleton, the revised programme for County Board examinations has been observed, and examination papers are printed. Nearly all the books in the common school libraries are covered, labelled and numbered; and the regulations relative to such books are I believe, generally observed. From the fact that nearly all the books in the common school libraries are read by the families in the section, it is reasonable to conclude that the libraries are exerting a very beneficial influence; and this I have found to be the case in fact. A sufficient number of school prizes has not been distributed in the schools of Fitzroy to produce any marked effect on the educational interests of the Township. I do not wish to trouble you with suggestions or thoughts of my own; but will you permit me respectfully to say three things that I think are necessary to give a higher degree of efficiency to our common schools: First, I think the system of granting third class certificates to teachers should be abolished. Secondly, school sections should be willing to pay more liberal salaries in order to induce men of education to engage in the profession of teaching. And, Thirdly: Parents and guardians should feel more deeply the duty of sending their children to school. I may add that I humbly think the school law should be so amended as to make all our common schools free. Of course, it is only in reference to the first and last points enumerated above, that there is any defect in the school law. As regard the second and third points, the fault lies only with those for whose special benefit the law exists."

14. *The Reverend James Godfrey, Huntley.*—"As to the cause of the non-attendance of pupils, a good deal of it is, no doubt, owing to the want of a proper appreciation of the value of education. Something is to be attributed to the poverty of parents, and not less, to distance from the school. I am afraid there is almost utter neglect of religious instruction. I believe the County Board nominally goes according to the new programme, but practically the examination is almost a matter of form. From 2 o'clock, p. m. out, is all the time given to it. There is no fund applicable to the purchase of prize books. I have more than once urged this matter upon the township and County Councils, but to no purpose. There was a small library got from the Education Office, for No. 1., a few years ago, but as far as I can ascertain the books are all scattered. The progress of education, here, is discouragingly slow, still there is some advance. When better salaries are given to teachers, and there are more competent local superintendents, then we may expect a better state of things in other respects. There are printed papers for the examination of teachers, but some of the school superintendents are averse to the use of them, or any other mode of examining. I am strongly of opinion that the examination ought to be continued from two to four full days, but I believe the County Council allow only one days' pay, \$2. It is doubtful to me, however, whether, under the new Act, they have power thus to limit the County Board. You have no idea of the time it takes to perform the duties of local superintendent in this part of the country. Imperfectly as I discharge them, I lose the best part of two months in the year by them. The teachers are nearly all so careless or so ignorant that I have virtually to make all the reports myself. I cannot depend upon them in the simplest matter. If there were any one in the township whom I could recommend to the warden of the county as qualified to perform the duties of the office, I would immediately resign the superintendence of Huntley. Yet I dare say the County Council think they are paying very dearly for all I do, in allowing four dollars for each school."

15. *The Reverend J. Whyte, Osgoode.*—"It affords me much gratification to report progress and improvement during the past year. Out of 16 schools, 15 were open more than 11 months; the remaining one being a protestant separate school, open 6 months. The schools are still all free except two. Several unusual circumstances led to a falling off in the attendance of scholars, such as sickness and severe weather, but these were greatly counteracted by the prevalence of the free school system, and also by the improvement in the qualifications of the teachers. The chief cause of irregular attendance generally assigned in the Trustee's Report was indifference of parents. Granting that there is much truth in the statement, I fear, however, that a want of tact and interest on the part of the teachers had much to do with the irregularity. Religious exercises were not so generally attended to as they ought to be. 5 out of 16 schools were opened with prayer; the teachers of these five schools belonged respectfully to the following 5 religious bodies: Roman Catholic, Baptist, Presbyterian, Methodist and Church of England. I am sorry I

can report little improvement with regard to public libraries. A tolerably good supply of books does exist in the township; they appear, however, to be little known and as little appreciated. The Trustees have not availed themselves of the privileges belonging to their respective sections. With only two or three exceptions they have neither procured a requisite supply of books nor exercised due care and oversight of them nor exchanged them when read. I hope to be able to report more favourably for 1862, with regard to libraries. I may say the same concerning school-houses, two, if not three, being about to be built in the township. Prizes were distributed in only one school, and that at the expense of the teacher. The benefits were apparent in the regular attendance, and eager application of the scholars for a long time before the examination day. The revised programme for County Board examinations was admitted, but not fully carried out last year. Written questions were employed. The *Journal of Education* is received regularly by the teachers and trustees at their various Post Offices."

VII. COUNTY OF GRENVILLE.

16. *James Clapperton, Esquire, Augusta.*—"I have the honor to return the Chief Superintendent's Report, which I do with the following remarks: The number of scholars not attending school is 434. There are various causes of their not being sent to school; one reason is the indifference of parents; some not being satisfied with the teachers, others not willing to be at the expense of the rate-bill, &c. No clergyman of any denomination, as far as I know, had visited any of the schools for the purpose of imparting religious instruction to the children. The programme, with regard to the examination of teachers, is followed as far as the Board can do so. The County Council is not willing to pay all the necessary expenses, and that is the reason of the examination questions not being printed. I am sorry to have to report that there is only one library connected with the schools in our Township. I have endeavoured to get our Council to establish a township library, and trustees to have section ones, but they seem unwilling to incur the expense. The books are labelled, and the rules observed in the library already established. It has a good influence, as both the old and the young are acquiring a taste for reading, and they must be benefited by the perusal of such valuable books as they are in the habit of reading daily. The schools in our Township are in about the same condition as they have been for several years past; they have all been in operation a good part of the year. One, only six months, another, seven; all the others from 9 to 12 months. The average attendance for the year is 10 months and a-half. Were parents to give due encouragement to teachers, by treating them with respect and bringing all their influence to bear upon the minds of their children by inducing them to study their lessons, not in school only, but also at home, to entertain proper respect for their teacher, to receive his instructions with attention, and to obey his commands promptly, we might then expect the happiest results through the instrumentality of our schools. In my visits I was pleased, in a majority of the schools, to perceive the amount of knowledge a number of the pupils had attained. Some could tell me, with ease, the meaning of what they read; some excelled in their knowledge of grammar, others in the art of composition. It is to be lamented that so many of the children do not attend school, and that others are not regular in their attendance. I cannot but feel encouraged by the improvement which many are making in the branches of a common school education. There are few parents in our township but are able to pay for the education of their children, yet a number of them do not feel the importance of sending their children to school. I trust that all will see it to be their interest, as well as their duty, to assist in the good cause."

VIII. COUNTY OF LEEDS.

17. *Lewis Chipman, Esquire, Bastard and Burgess, South.*—"I have to report that I find the schools, during my recent visits, improving. We have a good class of teachers. The school-houses are improving; we also have maps and apparatus in several of them. Our municipality wisely appropriated the Clergy Reserve Fund to the support of common schools; the sum of \$1212 being applied during the year 1861. This fund, together with the Legislative grant and Municipal Assessment, make the school-fees light, and, in some cases, sufficient to pay the salary of the teachers."

18. *John Ferguson, Esquire, South Elmsley*.—"I have much pleasure in making a few remarks with respect to the progress of education in this township, and although the advantages the present system of education offers have not been embraced as they should have been, in many cases, by the parents and guardians of pupils, yet, I am happy to state, that the present year has been much better, in this respect, than the preceding one. It is grievous to think that parents, or even guardians, would deprive their children, by their own neglect, from securing an education that would be, not only beneficial, but useful during their lives. With respect to the working of schools, I have always noticed and pointed out to trustees, that wherever the free schools are, they will find the best attendance, and, generally, the best schools. It very often happens, that, in a family consisting of six pupils of school age, the rate bill of twenty or thirty-five cents amounts to a very high tax (even on the wealthy) and many parents only send two or three, instead of six pupils to school, because they have not the means at hand to send all their children. The free school system debarb no children from attending school, and that regularly, and encourages the parents who are not able to pay a heavy rate-bill. I have often seen children running about on the roads and idling away the time that might be usefully and beneficially employed in going to school. Another great drawback to the education of the country, is, that the religious instructions mentioned in the general regulations are not complied with, a want which, I notice, is sadly felt, and will be more seriously felt at a future time if the youth of our land are not better instructed in this all important instruction. I have seen that where these regulations are complied with, there exists a better feeling among the pupils and more respect to the teacher, and it is to be hoped, more duty to parents themselves. We cannot, at our County Boards, boast of a revised programme, but I trust that this want will be attended to, and that we shall have its usefulness tested at the next sitting of the Board. With respect to libraries, there is only one school library (in school, Section No. 4,) and its influence is very much felt, and is making itself apparent in the pupils. It is to be regretted that, notwithstanding the liberality of the Legislature, there are so many school sections destitute of maps, apparatus and libraries, things so essential that their absence is severely felt, and trustees should avail themselves of the opportunities which such liberality affords. There have been some prizes distributed in this township in one school section, and I find they, too, are a great benefit in inspiring the children with greater ambition to attain the advantages of a good sound education. Another great improvement in the township is, that I have always endeavoured, since my appointment, to impress upon the minds of the people the necessity of employing good teachers, and the advantages to be derived from employing them; a reality which they are now beginning to understand, and which will certainly manifest itself in due time."

19. *Joshua Lillie, Esquire, Yonge Front*.—"In transmitting this, my first annual report, I do not feel inclined, nor do I regard myself as competent to pronounce upon the advancement or retrogression of the schools in this township. I may therefore speak only of their present state of efficiency. I am sorry to have it to say that there is not that amount of interest manifested in many of the school sections which should characterize a free and enlightened people. It is a source of much injury to the cause of education in this township, that there are so many small school sections, but I think time will work a change in that direction. The greatest hindrance to the progress of education in this township is, the indifference of parents; they do not enter into the work with that zeal which is necessary in order to accomplish a great object, and the consequence is, that their children attend very irregularly because there has not been greater proficiency in learning in their school. It is to be much regretted that there is so little done in regard to school libraries as yet, but I think I see signs of a move in this direction. Public examinations are not attended to as much as I should wish to see. Notwithstanding all the obstacles in the way there are quite a number of schools in a flourishing condition. The prize system has not been carried out on any extended plan, and therefore I am unable to give any of its effects. The revised programme for County Board examinations is observed, but the examination questions are not printed."

20. *Seabury Scovil, Esquire, Yonge and Escott Rear*.—"The cause of non-attendance in some of the sections is marked by trustees and teachers to be indifference on the part of parents and guardians. However, this may be, I know of no case where parents might

not send their children if so inclined. I think there is a growing desire to procure better qualified and more energetic teachers than formerly. The school-houses as, you will perceive by my report, are in a good condition; 4 of the 8 reported are fine stone buildings, and a credit to the township. One thing prevents the progress of education in some of the schools, viz.: apathy on the part of trustees in not paying that attention to their schools which they ought, and not compelling teachers to have public quarterly examinations, which I consider to be one of the most essential elements of a good school. The school in No. 6 has all the recent improvements for aiding the teacher in discharging his duties with energy and utility. The trustees have availed themselves of the very favourable opportunity for the procuring of maps and apparatus for the use of their school from your department. The school-house is a model; it has been built about two years, and will seat and accommodate 160 scholars, that is 80 on each floor. The seats are of the most substantial kind, and made somewhat like those in the Model School at Toronto. The rooms are well ventilated and warmed, and are about 15 feet between the floors. The building has a very fine dome, and a bell that can be heard, on a still morning, all over the township. The cost of erection and finishing was about \$6,000. It is known by the name of the Farmersville school-house. One portion of it is now occupied by a very efficient and flourishing grammar-school, and the basement floor is occupied by a common school. There is one thing that I deplore, viz.: the absence of teachers in our township that have been trained at the Normal School. I do not know where they all go as they are very scarce in this part of Canada, and always command a good salary when they can be obtained. I think that education is more appreciated by all classes of people now than it was a few years ago. Various institutions for inculcating knowledge to the rising generation are springing up in various parts of our counties, and, under the fostering protection of a school act that protects the poor as well as the rich, grants equal privileges to all, and gives all an opportunity of giving to their children the elements of an English education, and fitting them for the active duties of life. The *Journal of Education* is thankfully received, and its valuable information very much appreciated."

IX. COUNTY OF LANARK.

21. *J. A. Murdoch, Esquire, Bathurst, &c.*—"The revised programme of County Board examinations is observed both by the Perth and Lanark sections of the Board of Public Instruction. The examinations are more strict, and, as an inducement to teachers to still further improve themselves, the certificates of qualification given but for one year. A great many teachers fail in spelling correctly, although in other respects they may acquit themselves very creditably. In most of the schools the Scriptures are read, and in several localities Sunday schools have been established. But no clergyman, that I am aware of, has, as yet, within my limits, undertaken to give in the school-houses, after hours, either personally or by his representative, the necessary religious instruction to the children of his own denomination. From present appearances, it does not seem at all likely that any clergyman will comply with the provisions of the law in this respect. In some schools the business of the day is opened and closed with prayer. Some people object to extemporaneous prayer; others, to set forms. In one instance, certain parties objected to prayer altogether, and withdrew their children from school. On learning this, I suggested to the trustees and teacher, that, rather than injure the school, it would be better to omit prayers in the morning, and in the evening, dismiss those children whose parents had objected, and then, the authorized prayers could be recited in the presence of those children who remained. This suggestion being adopted, all those children who had been withdrawn, returned to school. In another instance, the indiscreet zeal of the trustees has been productive of mischief by their insisting on prayers, morning and evening, contrary to the wishes of some of the inhabitants. The consequence is, that the section has been split into two, and thus very much weakened, and, after all, when the mischief is done, I am told that the prayers have been discontinued. As to the influence which libraries exert in the neighbourhood in which they have been established, I have no doubt, that in time the advantages will be sensibly felt; but it will take time. As I mentioned before, the intelligence of the inhabitants of the Lanark settlement, who at an early date established libraries, has been often remarked. When acting as jurymen, they have been more than once

complimented by the judge on the bench, on their superior intelligence, thus clearly showing the importance of establishing good libraries. In justice to the rising generation, every township in the Province ought to be furnished with a good library. In some few schools prizes have been distributed to the scholars. The distribution of them seems to exert a happy influence in school sections by creating a spirit of emulation among the children, and acting as an inducement to parents to attend on such occasions. It also induces parents to send more regularly to school, in order that their children may compete favorably with others. I attended an examination where prizes were distributed. There being quite an abundance of small books for all, all went home with smiling faces, happy and contented."

22. *The Reverend Solomon Mylne, Montague.*—"As this is my first annual report, I cannot speak of the progress of education in this township, with the same accuracy that a longer experience would warrant. I found some of the schools in a very good state, both as regards order and diligence. The teachers, in a number of the sections, are industrious and efficient; in others, as the sections are small, the teachers are of a lower class in qualification, and the schools are not so prosperous. I have urged the children to be as regular in attendance as possible, and I think there has been some improvement made in this respect. There is great lack of maps and apparatus in the schools, but some are going to send for them this year. There are few libraries, and no prizes have been distributed for the past year, so far as I know. We examined the teachers according to the revised programme, but we had no printed questions. Few of the schools are opened with prayer; in a great number of them the holy scriptures are read. I had a good deal of trouble in making up the statistical report, owing to the imperfect returns I got from the trustees, but I expect that my experience in this matter, will be of benefit to me if spared to make out another."

23. *The Reverend Alexander Mann, Pakenham.*—"It affords me pleasure to be able to state, that the business of education in this township has, during the last year, been conducted in a satisfactory manner. Some of the teachers were possessed of superior abilities, and their fidelity was evinced by the proficiency of the pupils. The rest were of fair scholarship, and, taking all things into consideration, the fruits of their labours were such as to merit commendation. Your grant to the school located in the seventh section, has been productive of the best results. It would appear, to say the least of the matter, that it has been instrumental, in part, of exciting a better feeling amongst those who reside in that locality. Accordingly, in so far as their educational affairs are concerned, this year has been commenced under favourable auspices. The greatest harmony prevailed at your annual school meeting, and all parties cordially united in passing a vote of thanks to you for your considerate liberality. They also agreed that I should be requested to inform you of this, and assure you that they were grateful for your opportune donation. In communicating this to you, though the parties have not given me authority to do so, I take the liberty of mentioning that, in my opinion, the money would be advantageously expended were they favored with a similar gift for the current year. In connection with this, it may be proper to mention that the twenty dollars, to which reference is made, is acknowledged under the heading "Amount from Clergy Reserve Fund, and other sources during 1861." You will observe that, in one school, the attendance was not so good last year as in previous years. This was caused, not by any dislike to the teacher, but because it had been determined at the annual meeting of 1861, that, instead of being free, the school should be only partly free. The inhabitants, however, have seen the propriety of adopting their former mode of raising the teacher's salary. In consequence of this there is reason to believe that harmony will again be restored, and that their school will be better attended this year than it was last. In so far as teachers are concerned, I believe that in all cases, the requirements of the law have been carefully observed. As respects some, however, the general regulations have not been followed, either because it was found to be impracticable to do so; or, because the parties interested had other opportunities of giving religious instructions to those under their care. The revised programme for the County Board examinations is observed, with the exception that the questions are not printed. I believe that the library books are in general, in as good a state of preservation as could be expected, when the length of time they have been in circulation is taken into consideration. I think,

however, that, in order to answer intended purposes, the libraries in the respective school sections require to be supplied with additional works. I have repeatedly requested parties to use efforts to accomplish this object, and I think some are disposed to follow this course, in so far as circumstances may permit. During the last year, as you will perceive from my report, prizes were distributed in two schools. In former years, this was done in other schools. All the teachers who were in a position to adopt this way of exciting emulation, entertained the opinion that it had a beneficial influence; and, in so far as I am concerned, I have always thought favorably of this system of promoting education, when it has been followed in a proper spirit and becoming manner. You will see from my report, that the *Journal of Education* is regularly received by the parties to whom it is addressed."

X. COUNTY OF RENFREW.

24. *The Reverend Michael Byrne, Grattan, &c.*—"I enclose you the Annual Reports for the Townships of Grattan and Algona. There have only been three schools in operation in Grattan last year. Section No. 3 was only open seven days, which of course cannot be taken into account; however, the trustees have furnished me with an Annual Report setting forth the state of their finances, which, of course, I have entered in the Report for Grattan. There was also a Roman Catholic separate school in operation for at least six months of last year, in section No. 3, Grattan, but as the trustees have not sent in their Annual Report regarding it, I must be silent about the state of it. Section No. 6 was not in operation last year; but it, as well as No. 3 are in operation at present. The trustees of Section No. 2, Algona, did not employ a teacher last year; consequently, the sum out of the poor school fund, sent to the treasurer of the Municipality, last year, for that section, still lies in his hands. The trustees, however, promise to employ a teacher this year. With regard to religious instruction in schools, it is almost impossible to impart any, the children being of so many different religious persuasions. Many children have to be kept from school in consequence of their parents' poverty; others because they are too far from where the school-house is situated. In the Township of Brudenell, of which I am local superintendent, there was one school in operation for five of the six months ending 31st of last December. The aggregate attendance was 2,146, the average attendance was 18½. The trustees have not as yet sent in their Annual Report, but I expect they will soon do so; after which, I will send in a report to the Department, of that section. Both that school and another will be in operation this year in the Township of Brudenell."

25. *James Johnston, Esquire, Horton.*—"As having a personal knowledge and acquaintance, for the past year, of the schools under my superintendence, I report progress in each up to date, and it is generally believed that the present system of education will work well. A great part of this township has been destitute of common schools for past years. To remedy this evil, I have visited every portion thus destitute, and reasoned with the people, and I must say, my time has not been lost. There is one union school now in operation, known as McNab, Horton and Bagot Union School; No. 10, McNab; and No. 8, Horton. In Horton there are 30 children of school age. A second union school, between No. 11, McNab and No. 9, Horton will be opened about the middle of the month of June next. In Horton there are 25 children of school age. Section No. 4, Horton, has not been opened for the two past years. I have called a meeting; trustees were elected, and I hope to see it opened in the month of June. I may here state the reasons of this school being dormant. The people are extremely poor, as the land is rocky and the soil sandy and barren, lying along the Ottawa river. There are 61 children in this section, and 41 of school age. I can do nothing in honesty but recommend it as a poor rural school section. If anything could be done for its support, I should be glad of it, and I hope you will assist the people in this section as far as it is in your power."

26. *The Reverend William Tomblin, Westmeath.*—"In presenting the Report, I indulge the hope that, should any errors or defects be found in it, it will be borne in mind that I have been but lately appointed to office, and that my predecessor left me no date whatever, save the 1st half-yearly returns for 1861. This will also account for my being unable to say much with regard to common school education in this Township, during the past year. It is very gratifying, however, to state that, with one exception, arising from a

teacher's ill-health, all the schools have been kept open during the whole of the year; that our new school has been opened; and that there is no difficulty in making the schools free, where the trustees employ a popular and successful teacher. The regulations as to religious instructions are not observed. The reason for this is, that the harvest is so great and the laborers so few, in this newly settled part of the country. One unauthorized book, Carpenter's Spelling Book, is used in some schools, but I shall have it immediately superseded. I have attended but one meeting of the County Board, and cannot speak of it further than to say that the questions are not printed. The libraries are but little used, I am sorry to say, yet the books are labelled, numbered, &c., and are generally carefully preserved. The distribution of prizes in one school has had a very good effect. I shall communicate this fact to other schools. In conclusion, I would remark that the Lectures by Local Superintendents were merely short addresses delivered to the children at the close of a visitatorial examination; and not such as are required by the General Regulations. I have resolved to attempt something further in that direction."

XI. COUNTY OF FRONTENAC.

27. *Joseph Purdy, Esquire, Portland, &c.*—"In transmitting my Report for the year 1861, I am sorry to say that our common schools are far from being in as prosperous a state as I could wish they were. As this is the first year that I have had the superintendence of the schools in the Township of Portland, I am not very well prepared to judge with reference to their relative progress. There is a great want of maps and other school apparatus in this Township, which very much retards the cause of education. The people are beginning to feel this, and are now putting forth efforts, in some neighborhoods, to secure them. I am sorry that we have to report no public libraries; our people do not appreciate them as they ought. The cause of non-attendance at our schools is generally imputed to indifference of parents, which is partly but not wholly correct. We think that distance, bad roads, sickness and sometimes poverty are the various reasons for non-attendance. Prizes are reported as having been distributed in a few schools; but these, I think were only the gift of the teacher. In this Municipality the people are beginning to appreciate more highly our noble system of education. Our schools, during the past year, have all been free but one, and that one partially so, thus placing within the reach of all, the means of acquiring that knowledge which will elevate man to his proper position in the scale of intellectual existence. The Township of Hinchinbrooke has but 4 schools in operation. One of them, No. 3, has been in operation but little more than a year and a half, but is really in a very prosperous state. I think the cause of education in this Township is gradual^{ly} improving. The people, however, have to labor under disadvantages in educating their children. The schools are all free in this Township. In school section No. 5, where they have never had a school, the people are making preparations to build a school-house early in the spring; so that we hope to have 5 schools in operation in Hinchinbrooke in a few months. Kennebec is situated far back; it is connected with Hinchinbrooke in Municipal matters. When I was appointed by the County Council to superintend the schools in this Municipality, I felt that this back Township needed special and prompt attention. I accordingly visited it, and found that though the Council had formed some 2 or 3 school sections, and established their boundaries, they had never a legal school in the Township, never had been visited by a Superintendent, and had never been furnished with the school law and other school papers. I was quite pleased, however, to find that in school section No. 2, they had built a good log school-house; and in another neighborhood, about three and a half miles west of this, where they have no established school section, one enterprising man had built a school-house alone, and employed a teacher, and kept a school up for a short time in this section. I directed them to petition, immediately the Township Council to establish the bounds of their section, and furnished them with school papers and all the information I thought they needed. In school section No. 1, I found the trustee corporation had nearly ceased, there being but one trustee in the section. One had removed, another's term of office had expired. In accordance with the request of the people, I called a special school meeting to fill up the trustee corporation. They have since made arrangements to build a school-house in this section early in the spring, so I think there will be legal schools open in these three sections soon. There are

about 120 children who have been, hitherto, destitute of the means of acquiring an education in these three sections, the parents of whom are mostly very poor, struggling to obtain a livelihood under very many disadvantages."

28. *Asa Phillips, Esquire, Loughborough*—"The schools in this Township are generally improving. The Township Council has established two new school sections the past year, which is very pleasing, and will prove beneficial to the people in the back part of the Township, by giving them an opportunity of educating their children. The trustees of school section No. 1, have erected a fine stone school house the past year, at a cost of about \$600. All parties are becoming acquainted with the School Act, and the schools of this Township are free. I have no hesitation in stating that there is an increasing desire for education amongst the people of this Township. *The Journal of Education* is regularly received, and I am convinced that the admirable selections contained therein, during the past year, cannot have failed in producing the happiest results throughout the country. I hope the day is not far distant when Canada shall enjoy the blessings of a free and universal system of education."

29. *George Malone, Esquire, Wolfe Island*.—"Indifference of parents' is the invariable answer, in the Reports of this Township, as the cause of non-attendance. I think it hardly fair, however, to allow such a sweeping statement without some modification. In some instances, I am persuaded, this is but a convenient way of filling up the column. Not indifference, but the pressing care of providing for their bodily wants, is, I think, the more general cause of non-attendance. When a child has to walk two or three miles to school, his services at home are entirely lost for the whole day, and the struggling parent finds he cannot spare this, and so, for the present, the child is kept away. The greatest drawback to the prosperity of education in this Township, is, the separate school system. We had in 1861, 3 separate schools, 2 Roman Catholic and 1 Protestant, and they had the effect of completely closing up the common schools, as you may see by the Report. The Protestant school, however, has given way, and is now a flourishing common school, and I trust that the others will also see how entirely uncalled for these institutions are, in thinly populated districts. Indeed, they were separate here only in name, as I found Roman Catholic children at the Protestant school, and vice versa. The same system also, and regulations were pursued in both as in the common school. I trust then that this narrow minded, unchristian spirit of sect and party in national education will soon vanish hence, and our patriotic and much admired common school system be everywhere adopted and steadily pursued. Maps are much needed in most of the schools, but really, the houses are so bad in some of the sections, that a large map could not be hung up in them. With regard to prizes, I am inclined to think the system does not work so well in country places as in cities and towns. In towns and populous villages the competition can be carried on fairly, and the examinations conducted in the presence of many witnesses; but this cannot be expected in a country with bad roads and thin population. I may be wrong, but the conviction is forced upon me, that the *evil* to which the distribution of prizes is exposed would virtually more than counterbalance the *good* in rural districts. There is a Township library here, and the books are covered, labelled and numbered; but I am sorry to see, on referring to the keeper's book, that they are not much used, so that their influence on the public cannot be very extensive. The Sunday school libraries, 4 in number, are doing good work, being eagerly sought after and read by both parents and children. The revised programme for the examination of teachers was strictly adhered to by the Board of this County. The questions were printed, and a committee was appointed to frame a fresh set for the next time. As this is my first year of office, I cannot say much as to progress, but if spared another year, I hope to see some of the evils complained of removed, and that the old log shanty will give way to a more suitable edifice in which to train our children."

XII. COUNTY OF ADDINGTON.

30. *The Reverend Charles Taggart, Camden East*.—"I cannot speak very flatteringly of the schools in this township during the past year; there are, however, several which are seldom surpassed. A good work has been done, but much remains to be done. There is a want of interest on the part of many parents in the intellectual culture of their children

to which the non-attendance of children must in general be attributed. If all the schools were modified by Legislative enactment, it would doubtless save many sections from broils which operate disastrously as to attendance. In other respects, taking the schools of this township as a whole, in order to efficiency, better houses, maps, libraries, and apparatus in general are required. The revised programme for County Board examinations has been observed. The examination questions are printed. Much might be said respecting the excellency of our system of education, and also respecting the difficulties to be overcome in order to the accomplishment of its object; but a few words will suffice. Let it be fully carried out and this beloved Canada of ours will become truly great in a religious, moral and intellectual point of view."

31. *S. D. Clark, Esquire, Ernestown.*—"There has been no material change in the workings of our excellent school system in this township since my last report. I find the Scriptures used in all the schools; but it is to be lamented that, either from timidity or some more to be lamented cause, only eight are opened and closed with prayer. However, there appears to be generally a good moral influence existing in the schools. I think if ministers of the Gospel would consider it a part of their great work to oftener visit the school-room and give moral instruction and advice to the youth, those lessons sown in the youthful mind would bear much fruit in the moral welfare of society. Perhaps one of the greatest hindrances to progress and uniformity, is the frequent change of teachers. If good and competent teachers were employed as long as possible in the various sections, I am sure it would be far better than this continued change. Whenever the free system is adopted, it requires no great degree of perception to see its decided advantages over every other system at present available. We are looking forward with anticipation, as one prejudice after another gives way, to see old Ernestown take its proper stand in the education of its youth."

32. *The Reverend Christopher Thompson, Sheffield.*—"I beg to state that the attendance of children between 5 and 16, at school, falls far lower than I wish it did. The main reason, in my opinion, is the distance that they reside from the school houses. In section No. 10, some of the parties reside nine miles from the school house; and in many other places the distance precludes the possibility of attendance. Nor can the difficulty be obviated, for the country is broken with rocks and swamps, so that but few settlers are located together. No libraries exist in the Township, nor have sufficient prizes been awarded to enable me to form an estimate as to their usefulness in stimulating the children."

XIII. COUNTY OF PRINCE EDWARD.

33. *J. B. Denton, Esquire, County of Prince Edward.*—"In reply to the interrogations contained in the reserved columns of the Local Superintendent's Annual Report, I shall proceed, in the first place, to notice the cause of non-attendance, as it may be answered in one word, as far as my knowledge extends, viz: carelessness. 2nd. The libraries here, I am sorry to say, are not appreciated as they formerly were. Some of the people in this county appear to be averse to anything not partaking of novelty, and as soon as their curiosity is satisfied they fly off again in pursuit of the marvellous. There is much complaint in the Township of Athol concerning the grievous burden borne by the librarian, inasmuch so that scarcely any person can be found in a school section willing to take charge of the library. This reluctance on the part of individuals has caused the Township Council to adopt measures for depositing the whole of the library in one place; and for its further prosperity we have to await the result of this new arrangement. The township library of Sophiasburgh has undoubtedly done much good, but through some mismanagement in its arrangement and detail, I fear it is now almost a dead letter to what it should be; but even allowing it to be serviceable to a small minority of the inhabitants, it is still, though unostentatiously, advancing the great cause of humanity. 3rdly. The teachers here are examined, as nearly as practicable, according to the instructions contained in the programme referred to. 4thly. Prizes in school are of such rare occurrence that their influence cannot be said to be anything in a general point of view. 5thly. The general regulations, so far as opening and closing the schools with prayer, are observed by some few teachers; as you may perceive from my reports; but as a general thing I think an oppo-

site course would be as acceptable, if not more so, to many of the pupils of common schools in this county. 7thly and lastly. The amount of information possessed by our teachers is slowly and steadily increasing every year; but, notwithstanding, judging from the reports, it is scarcely perceptible that the same observations will apply to their pupils. The reason of this apparent deficiency in the higher branches of common school education as exhibited in the reports, is owing in some measure, to the circumstance, that many teachers when leaving their school in the middle of a quarter or near its end, fail to insert the number of studies in their place in the register, and the next teacher has of course to wait till he finds out by experience the standing of his pupils, many of whom perhaps have not been at school since his term commenced. The great obstacle to our progress is the never ending change of teachers, obliging pupils to study new regulations with every new occupant, to the exclusion of more useful instruction."

XIV. COUNTY OF HASTINGS.

34. *G. Mowat, Esquire, North Hastings.*—"I hope you will excuse the delay in sending in my Annual Report, as it was quite impossible for me to do it any sooner. Trustees have until the 31st January to send in their annual reports, and many of them take all the time allowed by law. When received, in many instances the reports prove incorrect and have to be returned to the trustees for correction. This commonly creates an additional delay of one, or it may be, two weeks. I wish very much that there could be introduced into the school law, a clause authorizing trustees to pay the Township Clerk, or some other proper person, for preparing the annual reports, in all cases where trustees are unable to do so themselves; or else another clause requiring a person to be able to read, and also to write his own name, before he is qualified to be elected as trustee. It is very far from my intention to speak disparagingly of men who have uniformly treated me with kindness and respect, nor to blame them for that which is more their misfortune than their fault; but I cannot help asking: How can we expect men who cannot read the printed questions on the annual report, and who cannot sign their own names, without a his - mark, to prepare a correct annual report? There are, no doubt, men well qualified for the office of trustee to be found in every section of this riding, but they are commonly men of *liberal views* not the advocates of *cheap schools*, and therefore are seldom elected, except in those sections where a majority of the people chance to be of the same stamp. I am happy, however, to be able to state that a great majority of our trustees are men who know their duty and are willing to do it. It is with no small degree of pleasure that I observe a marked improvement in many of our schools since the date of my last report. This change I attribute chiefly to the action of a very faithful and efficient Circuit Board, in the gradual introduction of a better class of teachers. The *Journal of Education* is regularly received, carefully read, and duly appreciated by many of our teachers and trustees; but there are others who complain of not receiving it. Whether the fault lies with themselves, the postmaster or the publisher I know not, but strongly suspect that in the majority of cases, the fault is with the trustees themselves. Many of our schools are without a proper supply of maps, and several without any. In all which cases I have urged upon the trustees the necessity of providing them; but am commonly met with the plea of poverty, or a promise to get them when there is a better school room to put them into. I hope that you may long live to direct a system, which you have had the chief honor of organizing, and which, if faithfully carried out, must prove an invaluable blessing to our country."

35. *F. H. Rous, Esquire, South Hastings.*—"The cause of non-attendance of scholars is variously reported to me, but the prevalent one is, undoubtedly, that the parents think the working of their farms of more importance than the education of their children. The revised programme for the examination of teachers is always used in this county, and the examination is conducted by printed questions, to which written answers are given. The books in the three township libraries are labelled and covered, but a very great number of them are out of repair in Thurlow and Tyendinaga, especially the last, and nothing whatever is done to replace those that are worn out and lost. In fact the libraries are rapidly disappearing, and, at the present rate, will soon be utterly destroyed. Would it not be an excellent idea for the department to require, as a preliminary to any grant for the purchase of a library, that the Council shall have passed a by-law, binding themselves to expend annu-

ally 12½ or 15 per cent on its original cost in repairing, replacing and augmenting the number of books? Though well assured of the harmonizing and refining influence of reading, I have no special facts to offer on the subject. In the few school sections where prizes are occasionally distributed among the pupils, the best scholars are generally found; but it may, perhaps be doubted which is the cause and which the effect, or whether *each* is not *both*."

XV. COUNTY OF DURHAM.

36. *W. T. Boate, Esquire, County of Durham.*—With regard to the giving of prizes, I am frequently called upon to distribute them at the close of my examinations, and I believe I have done so in every instance, to the entire satisfaction of all concerned. The parcels of books received from the Education office, are so arranged, that there is something for every pupil; and while the really meritorious carry off the best prizes, there are enough left to satisfy the less fortunate. Prizes judiciously distributed, exercise a beneficial influence, and I would earnestly recommend the trustees of every section to appropriate at least five dollars a year for that purpose. You will observe from the Report, that the general regulations in regard to religious instruction, are observed in most of the schools in the County, but I am not prepared to pronounce an opinion as to the results. The revised programme for County Board examinations is observed. We generally devote two days to each examination, first submitting printed questions to the candidate, and afterwards examining them orally, on principles to test their ability to communicate knowledge to the pupils. According to the returns, there are 19 Common School libraries in the County, containing 1505 volumes, besides 35 Sunday School libraries, containing 3588 volumes; 1 library belonging to the Sons of Temperance having 60 volumes; 1 library belonging to the Mechanics' Institute with 50 volumes, making a total number of 5203 volumes. Cartwright has 1 Common School library, containing 213 volumes, and 1 belonging to the Sons of Temperance containing 60 volumes. Darlington reports 12 Common School libraries, containing 887 volumes, 12 Sunday School libraries, containing 877 volumes, and 1 belonging to the Mechanics' Institute, having 50 volumes. Cavan has 3 Common School libraries, containing 271 volumes, and 5 Sunday Schools, containing 413 volumes. Manvers has 1 Common School library, mustering 118 volumes, and 7 Sunday Schools containing 736 volumes. Clarke reports but 1 Common School library, having 16 volumes, and 6 Sunday Schools, containing 772 volumes. The books in the Common School libraries are covered, labelled and numbered, and the rules regarding their use, distribution, &c., observed. I am not sufficiently acquainted with the community in general, to know what influence these libraries exert; but, from the number of applications for books, I have no doubt that they are producing the desired effect. I regret to say that there are 870 children in the County, between the ages of 5 and 16, reported as not attending any school; and a large proportion of these in the neighbourhood of free schools. It is lamentable that parents should be so blind to their own interests, as well as the interests of their children, as to allow such a state of things to exist. There are many in the community who cannot appreciate the advantages of an education, and hence the cause of so many children being brought up in ignorance. I am now calling the attention of parents to this sad state of things, in my lectures, and hope in time to bring about a reformation."

XVI. COUNTY OF PETERBOROUGH.

37. *James Brennan, Esquire, Ennismore.*—"In transmitting you my Annual Report, which I hope you will find correct, I beg leave to state, that, in my general remarks, I have to inform you that in my opinion, the reason why the children do not attend school, is to be attributed to the indifference of parents, and, in some cases, to their negligence. The *Journal of Education* comes regularly, and is punctually forwarded to the trustees. It has been read by all with much pleasure and profit."

XVII. COUNTY OF ONTARIO.

38. *D. G. Hewett, Esquire, Mara and Rama.*—"In sending my Annual Report, which please to find enclosed herewith, I, as usual, have to regret much delay in its preparation,

notwithstanding the appointment of auditors. In fact, some of the trustees are composed of men of each deficient ability for the office, that they have appointed persons as auditors, not above their own level, and therefore have not given the system a fair chance to work improvement. I have been much among the worst cases, endeavoured to establish a clearer system of accounts, and urged on the trustees the necessity of appointing more efficient persons as auditors, and not to confine themselves to their own class. Some of the sections have done well by appointing persons of better business habits, and the accounts have come in in a satisfactory manner. Perhaps, settled as these Townships have been, it would be too much to expect regularity and correctness, without some indulgence, and if the amendment is but slow, a little patience may balance the matter where the will is good; and I find most as painstaking as they know how. I believe the cause of non-attendance, where there is a large deficiency, is, the great amount of non-resident land, and the consequent bad state of the back roads. In some cases, perhaps there is too little anxiety on the part of the parents. The library established with the aid of the Education Office, in these united Townships, about eight years since, and found to work but poorly, owing, in part, to the great extent of frontage, (over 20 miles), and the want of appreciation in the bulk of the population has been presented to the several sections, to be under the direction of the trustees and teachers. The books have been divided into nine parts, one part to each school section, with an understanding and arrangement that they be annually changed round. Time will show how this will work. The Council anticipate much benefit from the change which, will be annually reported to the Department, with the number of books in each Section."

XVIII. COUNTY OF YORK.

39. *R. H. Evans, Esquire, Georgina.*—"In forwarding my Annual Report, I have the satisfaction of stating that there is decidedly more uniformity in the method of instruction now practised, and a better class of teachers engaged. As regards the non-attendance of children, it is to be generally attributed to negligence. In reference to libraries, some sections have as yet neglected to avail themselves of the benefits resulting from them."

40. *Silas Hollingshed, Esquire, King.*—"As regards the state of the schools in this township, there are six first class schools, that is where young men have the privilege of receiving an education to fit them to obtain a first class County Board certificate; then there are seven others of a lower grade, all the teachers holding first class certificates; the remaining five are of a still lower grade, one or two teachers holding first and the others second class certificates. In all the schools good order is maintained; the children are generally clean, neat, and comfortably clothed. As regards the libraries, they are in a declining state; the binding of most of the books that have been much used has come entirely off, so that it leaves a part of the books unfit for use. It is about five years since the libraries in this township have been changed, consequently their have been only a few volumes taken from them during the year. You will see by my report that in twelve schools the libraries are covered, labelled and marked. As regards observing the regulations, I found by inquiry while visiting the schools, that in some of them the rules were not entirely followed out, as in some I found the catalogues had been lost and the books reported in the state above. Then, as regards the influence of the library in the neighborhood, I am not able to report, not having received any information in that respect; but I should naturally come to the conclusion that the influence must be very little felt when so few books were taken from the libraries; but as regards the half section in which I live, the library has been shut up from the public for the last three years, and is of no use to the section. As regards the programme for County Board examinations, as far as I am acquainted with the proceedings, the programme is carried out and the questions printed. Then as to religious instruction, there are only six schools in which those instructions are followed. Authorized books are exclusively used in all the schools. As no report has been received by me regarding the influence of distributing prizes in the different sections, I am not able to report thereon."

41. *D. McCallum, Esquire, Vaughan.*—"I am happy to state that the year now past furnishes more proofs in our township of the good effects of our school system. Very few

complaints about our school law do we now hear; the people are rather beginning to like it. There can be no better proof of this than to see the community coming forward and taxing themselves heavily in order that every child may be furnished with the means of being educated. It has long been a question with me whether such a community has not a right to see that every child be sent to school. I invariably find that where there is a good teacher there is a good school and well attended. All the external influence that can be brought to bear on a school will avail but little if the teacher is not what he should be. Our schools have all been open during the year. The scriptures are read in all, and many of them open and close with prayer. As respects your question about the non-attendance of children at school, my opinion is that it is from a want of due reflection on the part of parents and guardians."

XIX. COUNTY OF SIMCOE.

42. *The Reverend John Synnott, Adjala.*—"There are now in Adjala nine common schools and one Protestant separate school in operation; there is another school section newly formed since last year, and which may be in operation during the coming summer; that will be an increase of four schools founded in Adjala since my arrival here in 1860. I hope that at least ten semi-annual returns will be sent to me for the above schools next June. I am happy to be able to state that the *Journal of Education* is regularly received by the trustees of all the Adjala schools."

43. *W. Harvey, Esquire, Flos.*—"The general reported causes of non-attendance are: bad roads, distance from school, and carelessness of parents. The former two I believe to be the general causes; the latter is no doubt the cause in some cases. The regulations in regard to religious instructions are generally followed out, but I cannot say that they have produced any marked effect. Prizes continue to be distributed in section No. 2, and with satisfactory results. It would be a great furtherance of the cause of education if the Township Municipal Councils would appropriate a small sum yearly for the purchase of prizes to be distributed amongst the schools in their several townships; such prizes to be competed for at a general annual examination of the scholars attending all the schools in the township, and such examinations to be made by competent persons, such as clergymen, local superintendents, or school teachers from the townships. Prizes might also be awarded to school teachers, according to the number of rewards that the pupils under their charge might gain. There is at present a much greater interest taken in school affairs in this township than formerly. Salary is becoming a secondary object, the primary one being to secure the services of efficient teachers. The schools are all free, and in some sections the tax is very high, but the people pay it cheerfully, in fact it is almost invariably the first tax paid. I will not say much about the library; the books, so much of them as I have seen, are in a pretty good state of preservation."

44. *James Shaw, Esquire, Medonte.*—"There is a library in the township, divided into four parts; the books are covered, labelled and numbered, and, as far as I am aware, the regulations are strictly observed. I regret to say that the library does not appear to be valued as it ought to be by the people. The religious instructions appear to be very partially followed, and the result not observable. Prizes were distributed in only two schools, and the influence exerted has not been very remarkable."

45. *The Reverend A. Colquhoun, Mulmur.*—"In reporting the schools in this township, I am satisfied they are in a sounder and more healthy condition than they were some years ago, when I commenced my ministry here. I then visited the schools and found them, as regards teachers and school organization, in a very bad state. They have, nevertheless, made considerable improvement since, so that I am happy to state that in both these respects they are now upon a par with any in our neighboring townships. The teachers seem to be anxious for their own and their pupils improvement, which is certainly a good sign from which we may expect desired progress. To this indeed there are some objects which stand in the way, such as partial and irregular attendance, as is manifest from the report. Our schools are all upon the free system, which has given general satisfaction. Our teachers are religiously inclined, and not only open and close their schools with prayer, but, which is pleasing to observe, they have been diligent in instruct-

ing the youth under their care in the principles of christianity and sacred history. None but the books authorized are allowed to be used by any of our schools. Prizes have been distributed and with good effect, as they have invariably excited emulation and increased exertion. In short, our schools, in consequence of the timely interest which many of both parents and children have taken of late in school affairs, are in rather a flourishing condition, which I trust, by the Divine blessing, will continue to increase till the benefit of a good common school education is diffused throughout the length and breadth of our land."

46. *Angus Bell, Esquire, Nottawasaga*.—"In transmitting my Annual Report, it gives me great pleasure to state for your information, that a decided improvement is taking place in the schools of this township, which must be apparent to all who knew what our schools were a few years ago. Commodious and comfortable school-houses are beginning to take the place of the former dilapidated log buildings, and the ratepayers generally are beginning to manifest a lively interest in the prosperity of the schools, and are determined to give their children a good education. During the past year two new schools have been opened in this township; these are in sections Nos. 12 and 13. The order and cleanliness, discipline and management in all the schools are everything that can be desired. The qualifications of the teachers are very respectable. The mode of teaching pursued by them is good, and the children in all the schools seem to be docile and obedient. There is but one teacher with a third class certificate in the township. The cause assigned for non-attendance, in almost every instance, is carelessness of parents; but I do not think it would be just to assign it as the only reason in every case. I am of opinion that the regulations in regard to religious instruction are not carried out in this township, although some of the trustees have reported that they are. The revised programme for County Board examinations is strictly observed, but I cannot say whether the examination questions are printed or not, as I have not had the pleasure of attending any of the meetings of the Board since my appointment to office. From all I can gather respecting the books in school section No. 11, I believe they are all labelled and numbered, that the regulations are strictly observed, and that the books exert a salutary influence in the neighborhood. I also believe that the distribution of prizes has a tendency to exert a beneficial influence, stimulating the scholars to greater exertions than otherwise would be the case. I hope ere long to see the custom more generally adopted."

47. *Ephraim Dean, Esquire, Summerville*.—"I think you will perceive from my report a very gratifying progress in the schools in this township. The more our present noble School Act is brought under the notice of our people, and the better acquainted they become with its practical working, the more they admire its symmetry, its perfect checks upon all officials connected with it, as well as its great adaptation to the wants of our new but rising country. You will perceive there are few cases of non-attendance with the exception of section No. 3, and the cause was disease among the children; the few other cases are attributable to distance from the school-room. I believe that in every school the Bible or Testament is used, and the majority of them are opened and closed with prayer. Our library books are neatly covered and labelled, are eagerly sought after by the inhabitants, and are producing a very beneficial effect in making them better acquainted with the history of the great empire to which we belong and its dependencies, and in creating a thirst for more knowledge. They are getting quite impatient to see the township library, of which we have the promise soon. The distribution of prizes has tended to create emulation and a desire to excel. I have as yet lectured but once, but hope, in the course of a couple of weeks, to lecture in each section. I hope and pray that the God of justice and truth may sustain and bless you under the arduous and responsible duties devolving on you."

48. *George Sneath, Esquire, Vespra*.—"With regard to the progress of education in this township, I am sorry to say it is not what I would wish it to be. In making my official visits to the several schools I was much disappointed to find them in such a backward state. In schools which have been in operation steadily for years, I expected to find at least some of the pupils advanced in all the branches of a common school education, but such was not the case. With whom does the fault lie? Certainly not with the trustees of the schools, for you will observe by my report that the schools have been kept open

nearly the whole of the year in every case, and all on the free school system; and with two exceptions, second class teachers have been employed at good salaries. The school-houses generally speaking are good; no expense has been spared to make them comfortable. Where new ones were required they have been built and furnished on improved methods. My experience bids me assign two reasons for the defect:—1st and principally, a better class of teachers is required. A person with a tolerable education wishes to teach school with no other object than to obtain the salary, he goes before the County Board, answers a set of questions, and obtains his certificate, and most likely has no aptness whatever for teaching. The trustees employ him in good faith for a year, at the end of which time they find that his pupils have made very little progress and discharge him, and so on from year to year. Under the present circumstances I see no remedy for this evil, but in the course of time the Normal School will remedy this. The second reason I assign is that parents are too negligent in sending their children to school, though I think the removal of the former evil would, in a great measure, remedy this one, for I find that an intelligent and industrious teacher always commands a better attendance than the reverse. Prizes have not been awarded in our schools the past year, but I shall use my endeavors to induce the trustees of the several schools under my charge to procure them for the present year. From my own experience I am decidedly of opinion that a judicious distribution of prizes exerts a beneficial result. Under the head of libraries you will observe that I have reported but one, and that belonging to a Sunday school. We have a township library of 450 volumes, which was procured eight years ago, and has been well read and appreciated by the generality of the ratepayers. There is much need now of its being enlarged. I think if it were enlarged sufficiently to allow of its being divided into sectional libraries its usefulness would be much enhanced. I shall use my endeavor with the Township Council to effect that change."

XX. COUNTY OF HALTON.

49. *The Reverend F. A. O'Meara, LL.D., Esquising.*—"I think that, on the whole, the progress of education in this township is satisfactory, and some of the teachers deserve much credit for the pains they have taken with their respective schools. A Township Teacher's Association has been formed for Esquising during the past year, the first annual meeting of which was held at this place during the Christmas holidays; and, I have no doubt, very important results to the rising generation will arise from this effort of the teachers to combine for mutual encouragement and improvement. I have generally to complain of the inadequacy of the school accommodation that is furnished by the trustees of many of the sections. Of my views upon this head, I have not failed to make all parties concerned aware whenever I have had opportunities of meeting them officially. It is a gross injustice to both teachers and children to coop up 60 or 70 of the latter in a space not sufficient for half that number, badly ventilated in summer, and indifferently heated in winter, and to expect that anything like satisfactory progress will have been made at the end of the year. I am glad to be able to report that a very great improvement in this respect has been made during the past year by Section No. 12 (Acton,) in this township. A very substantial and handsome stone school-house has taken the place of a very indifferent wooden one. The completeness and symmetry of the building and the smallness of the cost of its erection combine to reflect great credit upon the trustees, and all parties concerned in the work. You will have seen, by reference to my report, that, of a population of 1905 (2 sections, namely, Nos. 6 and 7, have made no return) 271 are returned as attending no school whatever; the cause, where any has been assigned, being invariably indifference of parents. But I cannot help thinking that if the schools were more generally free, as I think they all ought to be, there would be fewer returned under this heading. Many who do not choose to apply for schooling for their children *in forma pauperis*, being yet too poor to spare the money necessary to pay for them at school. The number of sections in which regular school lectures have been delivered by me represents the number of those in which audiences, to whom such a lecture would be at all in place, could be collected. I have always made it a practice to address, at considerable length, the children of each school, at the close of each examination held by me. With reference to the County Board of Instruction, I believe the programme, given in the school manual for last year, is

pretty closely adhered to, and the examination of teachers conducted by printed questions and *viva voce*. I think the former ought to be changed more frequently than they seem to have been, say a new set, at least, once a year, so that no teacher, at the expiry of the period of his certificate, might find the same questions before him as at his previous examination."

50. *The Reverend A. McLean, Nelson*.—I am grieved to find, after much exertion, that as many as 258 of teachable age go to no school, and that in section No. 1, with a population of 711, 99 such are found, and in No. 4, with a population of 280, 42 such are found. Now as to reasons: 1st. Many are hindered (I annual report to me says) by ghostly authority, and yet no effort is made by that authority to fill or form a separate school. I will do what I can to fill No. 1, Wellington Square R. C. Separate School, or to form one at Port Nelson. 2ndly. Poverty keeps many away from school; this alone can be cured by the free school system, and a Prussian compulsory attendance law following it. 3rdly. The want of interest in education on the part of parents. 4thly. The lack of a reading population around them shaming the ignorant and commending the educated. 5thly. The penny-wisdom of covetous parents, who, to save a few shillings, either keep their children from school altogether or empty the schools at the times of hay, wheat, oat, apple and potato harvest. So much is this sin prevalent that you can scarcely find a class of *five* able to go on together in their studies. This is a death blow; indeed, to classification, without which there is no fellowship. 6thly. Too little emulation amongst those who do attend school. As a proof there have been prizes given in only 2 of the 16 schools, viz.: Nos. 5 and 8. Emulation and enterprise in this old and rich township run too much pleasurewards, worldwards. I have endeavoured to awaken interest in prizes and libraries by visiting and lecturing nearly double the requirement of the statute, but I see little good fruit yet, except in the attendance, that being about 7000 days more in the last half year than in the corresponding half of 1860. I wish I could induce parents to attend the lectures to the children; for this they are too busy and do not turn out well during the day, but pretty largely at night, so I have to lecture to the children in day time and the parents at night. I find that though there are about 12 ministers doing duty in the township, few take the opportunity afforded in the act, for giving religious instruction, a rich opening for sowing good seed is thus not taken advantage of. The County Board met January 17th, and prepared a new course of examination questions for teachers. The questions are uniformly printed. As to library influence I cannot speak, for, to our shame, we have none, except a few for Sabbath schools. I long for the day when a good beginning shall be made. We may hope that if the few become learned the whole will be affected. I have a few promises of efforts to get libraries. I wish our noble *Journal* could reach every house. Excuse me for the length of this."

XXI. COUNTY OF WENTWORTH.

51. *The Reverend John Lees, Ancaster*.—"It gives me much pleasure to state that the common schools in the township of Ancaster were never in a more vigorous state and better working condition than they have been during the past year. As a general thing, both the trustees and parents have manifested a good deal of interest in the education of the children in the different school sections, and when this is the case it cannot fail to be followed with happy beneficial results. With reference to cases of non-attendance, various reasons have been given; in a few cases, dissatisfaction in reference to the teacher, but the indifference of parents seems to be the principal one. Most of the schools are opened with the reading of the Scriptures, and with prayer, and this, I am sure, has a good effect upon the minds of both teachers and scholars; and it would be well for the community at large if this practice were introduced into every school in the Province. The County Board met twice during the year for the examination of teachers; the examination papers were all printed, and the answers all written. In four of the school sections there is a school library; in three of these the books are covered, numbered and labelled; and in three or four of the sections there are Sabbath school libraries, and there can be no doubt that they are exerting a favourable influence upon the minds and morals both of the old and young where the books have been generally perused. Prizes have been awarded to the schools in two sections, but I am sorry to state, that in one school, though they were given with

the greatest care, according to real merit, yet they had a very injurious effect, and produced a great deal of dissatisfaction both among the parents and children."

52. *The Reverend G. A. Bull, B. A., Barton.*—"In addition to the annual report of the township of Barton for the past year, I have the pleasure of stating that the schools have been working very satisfactorily. The various examinations, especially of three schools, afforded ample proof of diligent attention on the part of both teachers and children. Many of the examinations were largely attended by visitors. There were but few children who did not go to school last year, and those chiefly belonged to the coloured settlers; they have been kindly advised as to the importance of education, but they excuse themselves on the plea of the inconvenient distance of their village from the school-house. We hope to make arrangements which will prove convenient to them this year. The general regulations, in regard to religious instruction, are not observed, further than the Bible and prayers being read in 4 of the schools. Nor do I think that there will be any other observance than this unless an earlier hour in the day than 4 p. m., be allowed clergymen and ministers for visiting schools, and for instructing children in the Bible and Catechism. I regret being unable to report any addition to the number of libraries in school sections. With one exception the school-houses of Barton are good and comfortable. All the schools are well provided with maps and globes obtained from the department."

53. *The Reverend John Porteous, Beverley.*—"You will receive per the mail that delivers this letter, my annual report of the common schools of the township of Beverley for the past year. I have no special news to give you with respect to their operations during that period. It is matter for thankfulness that there has been peace amongst the several office bearers, and that progress, if not rapid, is yet quite apparent. There are some things about the report to which I wish to direct your attention. Some reports from trustees give no pupils studying history and some do; the latter often refer to the 5th book as the manual employed. Now in this aspect of the case there is a history class in every school. The report for No. 11 is for the most part only an estimate made up by myself, for last fall the old school house was burnt with the register and much else along with it. Nevertheless, it is, I believe, not wide of the truth. There are many cases in which the teacher opens his school with prayer, but not according to the prescribed form. Let me call your attention to one manifest instance of progress amongst us. We have built 5 new school-houses in 1861, namely, 1 of stone, 1 of brick, and 3 frame ones; and during the current year 4 more are to be built, of which 2 will be of stone. Doubtless we will have, in a short space of time, apparatus suited to the buildings. The Wentworth County Board of Public Instruction has always printed its questions for the examination of teachers, and I consider that year by year it is becoming more difficult to get a first class certificate in this county. We try to raise the standard as our new papers are annually printed. The books of the library in school, section No. 15, are covered, &c., according to regulation, and so far as I can learn, are useful in diffusing light in the neighbourhood. Opinions are various respecting the distribution of prizes. For my part I entirely approve of them, and believe that they stimulate the pupil and push him forward in his education. Boys, and men too, need all the motives to well-doing that providence has placed within their reach; some may be nobler than others, but each has its influence."

54. *Alexander Bethune, Esquire, M. D., Glanford.*—"I have much satisfaction in remarking upon the state of education in this township during the past year. All the schools have been steadily increasing in their average attendance, and some of them, as the annual report will shew, have nearly doubled the average of the previous year. The cases of non-attendance appear to have somewhat diminished, but still they are of more frequent occurrence than they ought to be. The chief causes are: indifference, carelessness, or some trifling dislike to the teacher. No new libraries have been procured in any of the school sections this year. There is only one common school library in this township, and in it the regulations have been strictly observed. All the books are labelled and covered, and many of the volumes have been well perused. If a good library was established in each section it would be a great benefit to the community. A taste for useful reading would be cultivated and knowledge more widely diffused. One of the schools here has been entirely free for the last year, and the attendance was so much larger than usual that, at the annual school meeting held this year, the people unanimously voted it to be continued free:

Prizes have been awarded in several of the schools, and their distribution has been attended with better effect than formerly. In reviewing the progress of education in this township I have much pleasure in being able to state, that it has advanced remarkably well during the year which is past, and as regards the future, there is every prospect of still further advancement."

XXII. COUNTY OF BRANT.

55. *The Reverend John Armour, Burford.*—"There were 12 out of the 23 schools which were sustained on the free school system, and which is the majority, and I expect 1862 will shew some additions to the number. The number of neglectors of their sectional schools, in this Township is reported by trustees as 227. It is a cause of regret that, in our Township, where a majority of the schools are free, such a number should be found never entering the school room. The causes assigned for such neglect are generally the ignorance and negligence of parents, and in two or three cases, distance. In regard to religious instruction, my partial acquaintance with the whole economy of the schools, disables me from saying much on that point. Only 5 of them report religious instruction having been given; but of the nature or extent of this instruction, I can say nothing. I purpose however, D. V., during the present year, to make that a part of my enquiry at official visitations, and trust to be able to say something more on this topic when I next report. I am sorry to find that a number of our teachers report themselves as connected with no denomination of Christians. The County Boards are only authorized to satisfy themselves that the candidates have good moral characters, and are of temperate habits. Their religious character is not examined into. But as the Christian religion is the basis of the common school system, and its importance to man inculcated on the rising generation, whilst its highest and holiest moral principles are to be held before the children by the teacher as necessary in their daily conduct, it appears to me anomalous that in the examination of teachers, and the licensing them to be teachers, religion is entirely overlooked. Infidels, who profess unbelief altogether in our holy Christianity, may have morality, temperance, and scholarship sufficient to pass the Boards, and to be sent forth to teach our children; in regard to religion, they are altogether incapable of, and unfit to conduct such religious exercises in our common schools as are lawfully required. In answer to the question, 'Is the revised programme for County Board examinations observed, and are the examination questions printed,'—'I believe they are.' I have only had occasion, since I came into office, to attend the Board one term, and I believe on that occasion it was so. In regard to the questions, they are all printed. As to public school libraries, having none in this Township, I have nothing to report. However, I hope this will not be the case long. I understand one section is prepared or preparing to apply to the Education Office for a library. This will be a commencement, and others, I hope will follow. In regard to the influence of prizes, I view them favorably. I believe they generally have a good and important effect on the school. They are, in the hands of an efficient teacher, a great power in stimulating the children to diligence in their studies and attention to good conduct."

56. *The Reverend John Dunbar, Dumfries South.*—"The schools in general maintain the commendable character they have borne in former years. The schools in this township have for many years been kept open all the time; for partial time and third class teachers are here now happily out of date. In one section, however, school operations were interrupted for a week by the removal and re-erection of a school-house. Two school-houses have been erected during the year, one of these in the village of St. George, is an elegant and commodious brick building, fitted up and furnished on the latest and most approved plan, and since its erection a second teacher has been employed in it. One section, being a union section, has been broken up by the action of an adjoining Township Council, who have wisely re-arranged all the school-sections in their Township, so as to have no union sections. Seeing that thus each Township is in so far under the power of each adjoining one, I have, for some time, recommended the re-arrangement of all the sections in this Township; this, I am afraid, cannot be done without some sacrifice, but the sacrifice will never be less, inasmuch as many of our sections require new houses, and it would not be prudent to erect them in such localities, as, that the action of a neighboring Township

Council may, at any time, render them, if not useless, at least very much out of place; for union sections cannot be destroyed without deranging others beside them. I have not hitherto advocated the distribution of prizes, as in the present state of our schools I very much question the principle, and from what I have seen of it, in an adjoining township, I would condemn the practice. I have, on the contrary, sought to induce the people to obtain prize teachers instead of prize books, for that teacher who succeeds the best in enabling the scholar to discover his highest prize in his progress, will be the most useful and successful teacher. Our teachers, as a class, will, I flatter myself, compare favourably with those of other townships, one-half of them now having normal school certificates."

57. *R. H. Dee, Esquire, M. D., Onondaga.*—"I am unable to state why some children did not attend school, as the trustees, in their report did not answer the question. The instructions as to religion are not carried out in the majority of the schools. The revised programme is used and questions printed. I believe the books are covered and labelled, and the regulations observed. The library exerts a good influence. The schools in this Township are in a good condition, and the people are taking more interest in school matters, which will contribute very much to the advancement of education."

XXIII. COUNTY OF LINCOLN.

58. *James Tisdale, Esquire, Caistor.*—"Our schools are, the most of them, in a very flourishing condition."

59. *F. F. McLean, Esquire, Clinton.*—"The schools under my charge are all doing very well. The Clergy Reserve grant, which is funded in most of the sections in this Township, and brings the sections from eight to ten per cent, interest, with the Municipal Legislative grant, enables the different sections to keep their schools open the most part of the year without imposing any tax whatever. There has been one library established in the Township during the last year."

60. *Langford Sherlock, Esquire, Louth.*—"I am satisfied, from enquiries that I have made, having visited all the schools but one since my appointment, that there are very few children not attending any school. For instance, in the Report from section No. 2, 23 are reported as not attending any school; but under the head of "Private Schools," the same Report gives 23 children as attending a private school in that section. The reasons for children not attending their own section schools are various; in some cases, perhaps, the school house of a neighboring section may be a little nearer than the school house in their own, or the road to it may be somewhat better, or a popular teacher, as in the case of Mr. James Kelly, teacher in school section No. 2, who, being much thought of, draws pupils from all the neighboring sections, though not so many this year as in former years. I am sorry to say there seems a perfect indifference amongst the farmers of this Township, to the pleasures derivable from a well selected library. I can only account for it by supposing that when young, they had no opportunity of cultivating a taste for reading, and that now their minds are too much set upon their business to acquire a taste for it. Besides the school libraries we have a very excellent Township library, though unfortunately it is difficult of access, being in an out of the way part of the Township."

XXIV. COUNTY OF WELLAND.

61. *The Reverend John Baxter, Bertie.*—"There are 12 schools in operation in this township, which you will perceive have been kept open a greater number of months than at any former period. There are a larger number of first class teachers employed than during the preceding year. The schools are greatly deficient in libraries and apparatus, which is a great drawback. I have, both in my public lectures and private intercourse with the trustees and ratepayers, tried to impress the importance of procuring such libraries, and that no teacher can possibly improve the children so rapidly without them. I hope by dint of perseverance, to be able to report, the coming year, some improvement in this respect."

62. *Alexander Reid, Esquire, Crowland.*—"The schools in this township have all been in operation during the past year, for a longer or shorter period; but, notwithstanding the

great facilities which our excellent school system affords to all classes of the youth of our country, so much so that no one has an excuse for keeping his child away from receiving instruction, yet I am sorry to see so much lethargy manifested in this respect; for during the year nearly 25 per cent of those of school age have attended no school whatever, which I believe is to be ascribed almost entirely to indifference. It is to be regretted that only three out of the seven of the schools in this township were opened or closed by invoking the divine blessing on the labors of the day; yet it is encouraging that God's word was used in all save one. Great efforts have been made by the Board of Education of this county to elevate the literary status of the teachers, and evidently with good effect. The revised programme is used as the basis for the preparing of questions for the examination of teachers. Printed questions were used for the past year. In regard to libraries, we have none belonging to common schools, which is to be regretted, for a judiciously selected library would certainly tend to the expansion and culture of the mind, and the inculcation of moral truth at a time when impressions are easily made, and when made, are generally retained."

63. *The Reverend George Bell, Stamford.*—"It is gratifying to observe that all the sections commence the year with a balance on hand, and that the debts are very small, since paid, I understand. Causes of non-attendance in No. 7 said to be "kept at home to work;" in all other cases said to be negligence, carelessness, or indifference on the part of parents. I have marked the instances in which affirmative answers were given in the annual reports to the question on religious instruction, although I suspect that the meaning of the question has been partly misapprehended. In at least some of the instances, if not in all, the reference is to religious exercises conducted by the teachers in school hours, and not to the use of the school-house for religious instruction after school hours. The County Board of Welland observes the revised programme, and has used printed questions since January, 1861, inclusive."

XXV. COUNTY OF HALDIMAND.

64. *The Reverend John Flood, Moulton and Dunn.*—"I am sorry that the schools of which I am local superintendent do not show evidences of greater advancement. But their being so little improved must not be imputed altogether to want of interest or reluctance to expend in the great cause of education. In this part of the country, there is nothing which has made any progress during the past two years. Inferior crops and low prices for produce have caused some undertakings to be stationary and others to retrograde; but as soon as farmers are blessed with better harvests and more remunerative markets, the children will be more regular in their attendance, they will be sent longer to school, and far more attention will be given to furnishing the school-houses with maps and suitable apparatus. The causes of non-attendance are various. They are neglect of parents, distance from the school, intervening swamps and woods, and in some cases, poverty rendering them unable to obtain decent clothing. The general regulations in regard to religious instruction are followed in some schools, and the good effect upon the children is easily perceived. The revised programme for County Board Examination is observed, and we have printed questions; but I often prefer giving others to persons who apply for certificates. In this township there are no common school libraries. The distribution of prizes has a good effect on some pupils, and others it discourages, but I think prizes are more useful than injurious."

65. *The Reverend Solomon Briggs, M.A., Walpole.*—"The schools in this township generally have, during the last two years, made much improvement, both in a moral and intellectual point of view. When I was first appointed local superintendent, I found a few teachers who had a sufficient amount of knowledge in some things, but little ability for communicating the same. I have taken great pains with all the teachers, both male and female, who choose to come to my place once a week, and the result has been a number of schools well conducted and highly beneficial to the inhabitants, plainly proving the admirable adaptation of the grand system of education provided for this country, when properly carried out. I have examined the schools every quarter, and the result has been wonderful. The teachers have been diligent; a spirit of emulation has been kept up among the pupils; and parents and

trustees, &c., have been well satisfied. Teachers have not been so often changed, and there has been a willingness on all sides to give good salaries in order to secure good teachers. I think it is a great pity that a proper remuneration cannot be obtained in order to command the services of local superintendents of a first-rate order. It seems to me to be all that is wanting to make this school system the most perfect in the world. A *poor* teacher cannot follow a good one; and if a local superintendent attends properly to his duties a *poor* teacher will soon be glad to get out of his district, or else try to learn his business. I have now got a number of my schools so far advanced that I can very comfortably examine the upper classes from printed or written questions; and I am sure Dr. Ryerson would be well pleased to see the scholar-like manner in which the pupils of both sexes in these common schools turn out their neatly and correctly worked questions, their well arranged compositions and correct grammatical parsing, together with other well answered questions in history and geography."

XXVI. COUNTY OF NORFOLK.

66. *E. D. Butcher, Esquire, Middleton.*—"Having transmitted my annual report of the schools for this township, I beg to make a few remarks in relation to the state of the different schools, and I am happy to say that in all, (with the exception of No. 4), a great degree of interest is felt, and they are progressing very well. In the case of No. 4, a difficulty arose between the trustees, I fear, from political feeling at the last general election, which has resulted in a depreciation of the attendance at school; but I hope this section will soon regain its former position. I am happy to inform you that the free school system has been adopted in all the sections in this township, except one, (No. 5), which has established a uniform rate of one cent per day for each child attending the school. In answer to the query in the annual report as to the non-attendance of children, I can only attribute it to negligence on the part of parents or guardians. The County Board has strictly adhered to the revised programme. The distribution of prizes has had a good effect, wherever it has been done. The regulations for religious instruction have not generally been observed."

67. *The Reverend B. W. Rogers, Townsend.*—"It is not necessary at the present time to make any lengthened remarks, as no very material change has taken place within the past year in educational matters. Yet, I may say, there is an increasing interest in common schools. It is astonishing to witness the improvements in the system of teaching and also in the progress of the pupils. Arrangements are making for the erection of several new school houses during the ensuing year. There is at present an excellent staff of well-qualified teachers, and the Board is desirous of making every effort in its power to raise the standard of qualifications for teachers. The revised programme is used, and the questions of examination of teachers will be printed for use at the next meeting of the Board. The free-school system is increasing, and there is no doubt that in a short time all the schools in the Township will be conducted on this system. There are but few children, of school age, in this Township, who are not at school, and these few might have the opportunity but for parental neglect. The greatest deficiency at present in the common schools is the want of suitable maps and apparatus. There is but little interest felt in the establishment of sectional libraries, as the people generally wish to have books as private property. Reading of the Scriptures is observed in most of the schools, but general religious instruction is not given in many of them. Most of the schools are kept open during the year, and many of them are taught during the summer season by females. The standard of qualification for female teachers is greatly improved. The prospect of general education is, upon the whole, encouraging. There is a considerable degree of interest taken in sabbath school libraries, which are well adapted for religious instruction."

68. *The Reverend William Cragie, Woodhouse.*—"From the annual report now forwarded, you will see that all the schools in this township have been in operation during nearly the whole of the past year. In all of them our excellent system of education works well, and the majority are in a prosperous condition. Where there is any defect, it arises from the mismanagement of the trustees, and not from the system itself. What we have most to complain of is, the disposition of some trustees to hire teachers on short engagements and

small salaries. I think it would be an improvement in the system were the law to fix a minimum salary for each class of teachers, and a term of engagement, say not less than one year. The frequent change of teachers operates very unfavorably. In reply to the queries in the annual report to be answered, I beg to state, that the general regulations in regard to religious instruction are not followed in any of the schools. The revised programme for County Board examinations is observed, and henceforth it is resolved to print the questions for the principal papers. There is only one common school library in the Township, and it has but little influence."

69. *James Covernton, Esquire, Charlotteville.*—"I am happy to be enabled to call your attention to two gratifying circumstances in connection with the schools of this Township during the past year. The first is, that the average attendance in the schools during the year 1861 reached to 525, being an advance or increase of nearly 20 per cent., notwithstanding the number of schools has been reduced by two, from annexation or incorporation with adjacent sections. The other occasion for congratulation is, that this Township Council has entered into a practical consideration of the wants of such school sections as applied to them, by lending money that has accrued from the Clergy Reserve Fund, at a low rate of interest for the erection of new school houses. I am sorry to draw your attention to the fact that there is no return from any school section in the Township of pupils learning needle-work, although some schools are presided over by a mistress, and the younger scholars might often be most desirably and profitably employed in gaining instruction in this very simple but necessary art; and by such employment often relieves older scholars of occasion for distraction of their attention. I venture to suggest that much good might result if the attention of parents and trustees were called to this matter through the columns of the *Journal of Education*, which paper, by-the-by, is very generally received, read and appreciated; the few instances to the contrary, being, I fear, occasions where a degree of supineness prevails, which would not be remedied by the stated transmission of the *Journal* through me, (as suggested), instead of the accustomed source. An amalgamation of the Grammar School with the Common Schools formerly in existence in the town of Simcoe, has resulted in the erection of a school of rare excellence. The trustees of this admirable school, prompted by a spirit of great liberality, have offered a scholarship therein to each township, tenable for three years, and there is reason to hope that the Township Council will give effect to this generousness of purpose, by adding an allowance of \$40.00 per annum towards defraying the expense of board of the successful competitors in the town of Simcoe. By this means an obvious connecting link between the most obscure common school and the university is created, as there is reason to hope the same spirit of emulation that prompted the boy of the common school to place himself in a position for successful competition for the County Grammar School Scholarship, will lead him, when in the Grammar School, to such exertions, as may result in his obtaining an exhibition at the Provincial University. The only drawback to this very attractive allurements to learning, is the vague hope that prevails in some townships that grammar schools must ultimately be erected there, but inasmuch as the realization of such a hope can only be effected by influencing the income, and consequently the usefulness of the county school, it is a matter of grave doubt how far such expectation can be fulfilled; therefore, the sooner some decision is arrived at and proclaimed the better for the interests of classical education. A general feeling prevails amongst the Members of the Board of Instruction of this County, that the time has arrived when a higher standard of qualification is desirable than that laid down for third class teachers, and if such a sentiment should become general, it must speedily lead to a material improvement in the matter involved. The only drawback to such an improvement is the mistaken view of economy that still prevails with many school trustees, who in too many instances are inclined to consider a readiness to accept a very low, and indeed inadequate remuneration for services, as of more importance than superior attainments in a teacher. The return I herewith transmit affords several instances where male teachers accept less than the monthly wages of farm laborers. The inevitable consequence is that none of the young promising teachers ever view teaching as a permanent vocation, or continue enlisted in its arduous and imperfectly remunerated and appreciated service for any lengthened period. I am satisfied that my experience in this township in general, viz: that schools

maintained during the year round, under the superintendence of a superior and fairly requited teacher, entail less expense on the property of the section than inferior schools of seven or eight months duration, and that the permanent benefits to the pupils in the former schools are very much greater than those conferred by the so-called cheap schools."

XXVII. COUNTY OF OXFORD.

70. *The Reverend John Gerrie, Blandford and Zorra East.*—"Of the schools in East Zorra, ten of the twelve at present in operation have been open during the year, or nearly so. One section has had no school during the year. There was a new arrangement of the sections and they thoughtlessly disposed of the old school-house, then by a neglect of notifying some interested parties, were prevented building till after the 25th of December. They are now building a school-house (of brick I think), and in a few months will be again in actual operation. The new section will be No. 11; we shall then have again, as formerly, thirteen schools in this township. Nine of the twelve in East Zorra are now free, and one in Blandford. Three good school-houses (two of them of brick) have been built this year in East Zorra, and a fourth is now building. The expense of the whole will, I suppose, amount to \$2,500; about \$1,800 has already been expended during the past year. During the past year there has been, I trust, a fair measure of success and progress attending the labors of those engaged in the different departments of education; and the number of those not attending any school is comparatively few. A number of the teachers employed in our schools are first class, and we have now no third class teachers here or, I think, in the County of Oxford. The salaries range generally from \$300 to \$400. The causes of complaint for irregularity of attendance are becoming less, although to some extent they still exist. In some sections in both townships, especially in Blandford, the location of the school-house is distant and inconvenient, and is the cause of very partial or of non-attendance; but the supineness and selfishness of parents has also something to do with it. However, upon the whole, there is marked progress in many respects. As to our libraries, they are not as prosperous as we could wish. There is a portion of the township library in a number of the sections, and also a number of Sabbath School libraries, and considerable interest taken in them; but still there is far too little taste for reading in many quarters, and a degree of backwardness in even accepting the boon which the Department of Public Instruction offers to parents and trustees for school libraries. Some \$30 I think has been expended for maps this year; and as we will have four new school-houses, I hope that after the expense of building is settled, we shall next have them well furnished with maps and illustrations. We have had to contend with some difficulties during the past year, not so much from a want of efficiency on the part of the teachers in communicating instruction, as from alleged grievances of a want of moral training in the school, and in one instance, improper conduct in the teacher. He was dismissed, but another was retained by a majority of the parents and trustees; and I can only hope and wish it may ultimately be for the good of all parties concerned. I have suffered some degree of pain, inconvenience, and ill-treatment in connection with the matter, but I freely forgive that—while I am conscious that I acted from a sense of duty and a desire for the interests of old and young in the section, in the part I was compelled to take; and I hope the ordeal through which some have passed may teach them some important lessons. What we require most is a higher moral sense, a more vivid impression of man's accountability and future destiny, a firmer belief in the teaching of the infallible standard of truth concerning man's ruin and man's recovery. With all our high advantages and blessed privileges there is much latent, lurking scepticism amongst us, which spreads like a withering blight wherever it comes. I am happy to say that the Scriptures are used in all, or almost all our schools. We have no separate schools and very few Roman Catholics in this locality. Two private schools have been opened in East Zorra during the past year. One ladies school in this village is a select school; seven scholars; salary \$320."

71. *The Reverend John Garnett, Dereham.*—"As this is the first year of my superintendence in this section of the county, I am not able to compare the progress of education during the present with the preceding years; there is, however, a spirit of enterprise in

regard to it from which I augur much future good. One pleasing feature is that all our schools, with one exception, are free. There are still a number of children who do not attend school at all, and still more who attend very irregularly. The causes, for there is more than one cause, may be found I think in the comparative want of education of parents, who do not properly appreciate benefits in which they have not participated; and in the hard struggles of the tillers of the soil with the difficulties of life, they either require the actual assistance of their children, or they are unable to clothe them sufficiently well to appear at school. The sacrifice required to overcome those difficulties is too great to be made by those who do not fully and justly appreciate the importance of mental culture. Our County Board, I am happy to say, shows quite a strong disposition to elevate the standard of teaching ability; the revised programme of examination is used, and the examination questions are printed. Our township library is fully appreciated, and, as far as I can judge, is properly taken care of, in accordance with the printed regulations. In this neighborhood the influence it exercises is decidedly good; it imparts useful information, and at the same time cultivates a taste for useful reading which is of the greatest importance, in view of the flashy and licentious literature with which the country is deluged from the neighbouring States. Some few prizes have been distributed, but their influence on the children I have not yet been able to mark."

72. *John A. Tiley, Esquire, Norwich North.*—"The schools of North Norwich, although many of them are taught by teachers of second class grade, are improving much. The trustees, many of them, are more imbued with the spirit and importance of their sacred trust. They are more assiduous than heretofore, and are beginning to feel the advantages of superior teachers; but, with many, parsimony, or something worse still, overcomes every generous consideration in regard to education. One of our trustees, a short time since, observed to me that in their section they had an excellent teacher, fully equal to the requirements of their school. The school was doing well. 'Our teacher,' said he, 'is called second class, and the cost is quite reasonable. What I should like to know is the mighty difference between a second class teacher and a first?' Having had some previous conversation with him, at this point I drew his attention to a noble team of horses which he owned, and of which he was very proud. 'That is a noble team of yours!' said I. 'Yes indeed,' said he. 'They are first rate.' 'What are they worth?' 'Cheap at \$250,' said he. 'That is a large sum to be invested in a team,' I replied. 'Would a useful pair of good horses, which would not cost half so much, answer your purpose full as well for all practical objects, as this great team?' 'Oh!' said he, 'you must allow me to know a little more about farming than all that. If you want justice done to your farm, you must have a first rate team. Why, that team of mine will do whatever your ordinary horses can do and much more, and many things which you could not do at all with your inferior horses.' 'Well,' said I to him, 'is not the case of first and second class teachers something similar to this? The first class teacher accomplishes all that is in the power of the second class and much more, and many things which the second class teacher cannot meddle with.' This little circumstance had a visible effect, and my friend acknowledged it. It may, should the design prove successful, bring up a struggle for a first class teacher in a section where a first class teacher has been no more appreciated than a second or third class. I hope that my friends, teachers of the second class, with whom I have had much friendly intercourse, will take no offence at my earnestness; but that they will redouble their exertions to obtain first class certificates, and become what they should be, of the first order in the profession. They only need the hearty good will and the full purpose to accomplish the object. Some prominent traits of improvement are to be seen in our schools—in their very improved habits of spelling; I have been exceedingly gratified by some very extraordinary instances of good spelling. In writing also I have witnessed in our schools much improvement. The copy books are kept clean, and the writing is generally tastefully and accurately arranged. Of the blackboards I would say that the former miserable ups and downs and half formed figures have given way to a neat and tasteful arrangement of all that is represented on the blackboard. The slatework, in which unfinished figures at every degree of obliquity ploughed in the greasy dirt, are no more seen; but even there on the slate and in the most trifling performances are exhibited neatness, parallelism and taste. The impression prevails that

whatsoever is worth doing is worth doing well. In arithmetic the pupils are making good progress in many of the schools. Good reading is aimed at in most of them, and there are some exceedingly good readers. The teachers themselves are many of them very laudably applying themselves to improve in this most admirable and useful accomplishment, good rhetorical reading. In geography, grammar and natural philosophy but little note can be taken. The classes in these branches are few in number, and the branches are not very assiduously cultivated. We have only two first class teachers in the whole township; they having their certificates from the County Board. These two teachers have large schools, good wages, and are giving general satisfaction. I have visited all the schools and would give this little tribute of respect to the teachers, which I think they deserve. Without exception they received me in the spirit of a dignified respect, and exhibited in their department the most agreeable docility, taking promptly into consideration any suggestions made to them, and ready to adopt at once any modification of their rules or plans for the general good of the schools. The books of the library (consisting of a selection of the most costly of the books for the use of the adult population generally, and fourteen boxes, containing from forty to sixty volumes each, intended for school sections, and to be charged among them annually) are but partially used. Some of the trustees decline having anything to do with them; others have returned boxes with many spoiled or damaged books, for which they have been required to pay—and refusing or neglecting to comply with the regulations, many of the books remain with the librarian simply on this account. In such school sections as they have been used, and such in which they are still used, good unquestionably has been the result to many. The great multiplication of Sabbath school libraries, and the rare variety of excellent little reading books, tend to create much of the indifference which exists in respect to the township library. The *Journal* has, I believe, arrived regularly at the four different post offices in the township, and has been generally very well received. It is by the greater portion of the trustees appreciated, and as a matter of course it diffuses good wherever it is read."

73. *The Reverend William Stephenson, Oxford East.*—"Our schools are in a very healthy state, and we have a very efficient class of teachers in the township. Great credit is due to my predecessors for the manner in which schools have been supplied with maps and apparatus."

74. *The Reverend Archibald Cross, Oxford West.*—"All the schools have been open full time during 1861, and have been taught by well-qualified and zealous men. Some changes have been made by the trustees of teachers in their respective sections, which whether they will be for the better remains to be seen. These changes were three in number. One teacher retired on account of failing health and strength; a second gave up his situation on account of having obtained a certificate of qualification to teach a grammar school; and as for the third teacher in question, I am not sure why he left or why the trustees dispensed with his services. These changes occurred at the beginning of the present year. The number of children not attending any school is, in two of the sections, none; in three (together) that number is 34; but I was startled by the report of the teacher of No. 7, that the number in his section verges closely on to one hundred. I was not prepared for the alarming statement, but shall take pains to inquire into the matter on the first opportunity, and refer to it specially in my lecture. The idea that so many children in such a highly favored land, should be growing up in ignorance, and that in a small section of the country, so many as one hundred in one school section, is truly appalling. The reason of this melancholy fact is 'the carelessness of parents.' If this be the sole reason, then, methinks, the sooner we have a law compelling parents to avail themselves of the educational advantages for their offspring, the better for the country at large. You will see that there are no public libraries in the township, save three connected with Sabbath schools, of which there is one in each section, containing in all 965 volumes. I am afraid the time is not very nigh when public libraries will be instituted in our county districts."

XXVIII. COUNTY OF WATERLOO.

75. *The Reverend J. McMechan, Waterloo.*—"It will be observed by referring to the

statistical tables that the great majority of teachers in this township hold only third class certificates. The reason is that trustees generally employ the man who will agree to accept the lowest amount of remuneration. They conceive that any class teacher is good enough to instruct the children to read, cypher and write, and they consider these branches sufficient. In my public lecture, as in my ordinary visitation of the schools, I have taken much pains to correct these contracted views and that miserable economy, and not without some effect. There is, unfortunately, an ignorant prejudice in a number of the backwood settlements against anything like an advanced standard of education, and even such branches as English grammar, geography and history are despised or considered injurious to the morality of the rising generation. I have endeavored, wherever an opportunity offered, to combat these injurious misconceptions. Notwithstanding these and similar drawbacks, I believe education is advancing in the township; indeed, in many sections, I am happy to report a very improved condition of affairs during the two years that I have been superintendent. As the Department is aware, most of our children speak the German language in their homes, and this circumstance stands very much in the way of progress in good general English education. I have had opportunities, both as Local Superintendent of the township and as Chairman of the United Board of Public Instruction for the County of Waterloo, of learning the great difficulties that from time to time arise by reason of our Board granting German certificates. I think these should be abolished. I would respectfully urge upon the Department the desirability of having all teachers in this county and everywhere else throughout the Western Province, capable of speaking, writing and teaching the English language—the language of our Legislature, of our Judicature, and of our general commercial transactions. The permission of a contrary course tends, in my opinion, to retard progress in the education and amalgamation of different nationalities into a homogenous people. I just refer to an instance of the bad effects of the system of which I complain; it did not occur in my own section, but it was brought under my notice as Chairman of the Board; it occurred in Wellesley township. A German teacher was employed by two German trustees, against the consent of the third trustee who is a Scotsman. There were six English families containing sixteen children of school age within the section, who could derive no benefit from the teacher aforesaid—yet these English families were compelled to pay the school-rate, though their children were deprived of all instruction during the incumbency of their German school-master. I laid the case before the Department, but there was no redress. This is a deep grievance and a serious wrong, and the like may occur every month in the year. It should, I respectfully submit, be remedied as soon as possible, for such things lead to heartburnings and altercations among neighbors, and not to that friendly union and kindly fellowship in the community, contemplated in the otherwise admirable common school education of a highly favored young country.”

XXIX. COUNTY OF WELLINGTON.

76. *A. D. Fordyce, Esquire, North Riding, County Wellington.*—“You will observe that three new schools have been in operation since the commencement of 1862; two others have been commenced. Referring, however, solely to the past, I have to remark that although the aggregate attendance for the first half year fell short of last year by nearly 14,000 days, the aggregate attendance for the latter half has exceeded that of 1861 by nearly 19,000 days, and that, notwithstanding the prevalence of measles very extensively for several months, not taking into account the separate schools. The increase in the number of free schools is five over and above those which were not in existence when I reported last. Of the five schools which adhered to the rate-bill, four are in Nichol, a comparatively well settled township where the free school system has not found much favour, and the other school which is situated in Garafraxa might almost equally well have been free, as the rate-bill was only four cents. The schools, I think, have been generally succeeding well; the teachers not eating the bread of idleness, and the progress observable satisfactory, with, of course, some few unhappy exceptions in both respects, but they have been remedied, and I hope matters will now work satisfactorily regarding education which has been impeded to the loss of the young and the justifiable chagrin of the parents. I cannot, however, sufficiently express my sense of that ill-advised spirit which will, I

suspect, not seldom, make the point of a good teacher's dismissal or a worthless teacher's retention hinge on the election of a school trustee, and occasion a species of electioneering tactics to be resorted to, utterly unworthy when the welfare of the rising generation is at stake. The appointment of auditors will ultimately, I think, prove a great benefit, where it has not yet done so. I think it will be possible to reach individual cases more easily than formerly, and notwithstanding the arrangement and the appointment in regular form, the work has been done, in some cases, I much suspect, far from well, more through ignorance, I believe, than any thing else. I have, through reiterated applications, got errors at least apparently put right so as to allow of the reports having some degree of completeness. In some cases, I cannot say in how many, the auditors had been only appointed at the annual meeting to inspect the accounts then presented by the trustees, and conceived their business to be then at an end. In other cases the teacher had been appointed as one of the auditors as the party most likely to be conversant with accounts, but I shall, in future, guard the trustees against this, as it is not designed that he should act in this capacity, although not expressly prohibited. The answer given by the teacher in one of the reports, of which you have the abstract, to the question relative to the new course of study, gives I imagine, the true sense of the positive, affirmative answer given by most—"it is our guide"—and this is all, indeed, that, in the great majority of the schools under my charge as superintendent, it can be. The number of schools opening with prayer appears to remain pretty much the same. In respect of reading the Scriptures, there is rather a falling off; but this will, in all cases, be affected and fluctuate, as the teacher feels, in regard to it, and the degree of encouragement on the one hand, or virtual coercion exercised by a portion of the community on the other. The introduction of Lovell's Geography, as a text book, cannot be said to be yet tested; the price, I believe, operates against it in many of our schools. A small compendium of general geography, not costing over 12½ cents, would probably get general circulation. Schools having a set of maps can more readily dispense with those in Lovell or Morse's work. Of course there are many schools where Lovell's could be used with great profit, and where the cost is not so much an object, and it will gradually, there is no doubt, supersede Morse's, although, even looking at the latter work as no longer authorized, it will be difficult to displace it when the community is not generally in good circumstances, and the children have been supplied with copies of it before the other work was known. I should be glad if I could report a larger number of school section libraries, considering the facilities offered for their introduction. In one or two, procured during the year that is past, the funds were raised by an Educational Soirée, an occasion not merely of use in getting the amount required, but also valuable as calculated to interest the parents in their children's progress and advancement. Several good substantial school-houses have been built, a credit to the cause and to the people. Efforts are also being made for supplying the want felt in various localities where schools have yet been unknown; the importance of education seems to be more generally understood and the people more alive to the necessity of procuring it for their children. The competitive examinations, held in the Riding for the last two years, have roused a healthy spirit of emulation among teachers and scholars, and the County Council has been generous in the matter of providing the funds for prizes. It would be idle and untrue to say that some incidental drawbacks have not been experienced, but I believe they are nothing to the positive benefits that have been derived. The method adopted for enabling the schools to have the benefit in the apportionment of the portions of the school fund accruing on account of non-resident scholars, I consider a great improvement. Teachers, in some cases may neglect it till its object is understood, but when this is the case, I think it will be as general as it is certainly equitable. The Board of Public Instruction in this riding has not yet conducted its examination of teachers by written exercises; it appears a hardship to detain those coming a long distance over one day, and unless conducted orally more time is indispensable. The matter will, however, be considered probably with the view of increasing the efficiency of the teachers. The period of the year when winter visits must be paid to the schools, taken in connection with the season when reports require to be received and attended to, necessarily in our extensive circuit occasions the visiting to be done more speedily than one could desire who is sensible of the importance of occasionally meeting the people, besides inspecting the schools, in order to

give the school law a chance of being fully carried out. I endeavour to give as many school lectures as possible during the year, varying the locality from year to year, and I trust to be able to do so yet, more completely and with better effect. Although I have no cause to complain of want of interest expressed or manifested, I take the opportunity of mentioning what is felt to be a grievance in one of the schools under my superintendence, which would be worth consideration in the event of a future alteration of the law. I refer to the case of a section which includes a number of Roman Catholics, who do not attach themselves without fail to their own separate school. The common school teachers must make arrangements for keeping a teacher before they can know whether or not they have to expect assistance from the Roman Catholics who have, I believe, till the month of February before they are required to signify their intention of supporting the separate school. If this could be obviated, it might be desirable in such situations as the one I allude to. Other incidental grievances have to be contented against, but most of them would be met if there were more care manifested in fully carrying out the school law and with the intentions with which it was framed. The evil is that jealousies and petty matters will often interfere to retard and impede well designed exertions in behalf of education."

XXX. COUNTY OF GREY.

77. *Thomas Ryan, Esquire, 2nd District, County of Grey.*—"The progress of education in this district for the past year, has been, upon the whole, satisfactory. Much anxiety has been evinced to provide efficient teachers and suitable apparatus for the schools in operation. The close of the school year witnessed considerable trouble in a good many of the school sections arising from disorderly financial statements, want of compliance with the school act in the election of trustees, &c., &c., but all these difficulties have been happily and satisfactorily adjusted."

XXXI. COUNTY OF PERTH.

78. *The Reverend J. Smythe, B. A., Blanchard.*—"I am glad to say that many of the people manifest a warm interest in education. The progress is, however, slow; but, I trust, steady. During the year three school houses have been erected, two of which are very neat and commodious. The frequent changing of teachers is, in my opinion, one of the great difficulties with which the school system has to contend. The people are beginning to perceive this, and in several instances a strong desire has been shown to render the situation of teacher more permanent. There is, I believe, some improvement in the classification and general management of pupils. When I visit the schools, I endeavor to impress upon the teachers the importance of making their pupils understand thoroughly the principles of the various subjects which they are taught. I think a more intelligent progress is the result. I have to regret how very little attention is bestowed on religious training; while the New Testament is used in every school in the township but one, and many of the schools are opened or closed with prayer; still this part of the work is very ineffective. The want of maps, globes, and school apparatus in general is very much felt in many of the schools, a want which I trust will gradually be supplied. Upon the whole, there is every reason to believe that this township will soon attain a respectable position in common school education. The system is, I think, well adapted to accomplish its important object; it only requires intelligence, a zeal on the part of the people in giving it effect, and the most happy results may be anticipated. I have sent my Report as full as I could, the returns made to me, being, in some instances, defective."

79. *The Reverend E. Patterson, Downie and Ellice.*—"I am happy to be able to inform you that the schools of Downie and Ellice are, on the whole, improving from year to year under our excellent system of common school education. Although the average time the schools were kept open during 1861 fell short by a few days of that for the preceding year, yet the average attendance was considerably in excess of the year 1860. Of the 15 schools in the two Townships, there was only one which was partially supported by a rate-bill during 1861. In Downie there were but two schools in which neither the Scriptures were read or prayers used. The custom of giving prizes to the pupils is

gradually finding its way into the schools, a custom which, with the due exercise of judgment and discrimination, may be turned to great practical account in the education of the young."

80. *The Reverend Robert McGregor, Elma.*—"The Township of Elma is comparatively newly settled. The school houses are not so good as would be desirable, neither are the maps and blackboards; but during the past year a few of the latter have been obtained, and I have no doubt but that the remainder of the schools under my charge will follow the same example, I intend to lay before the trustees the propriety of their doing so. There is not the appreciation of education I should like to see in this Township. Not a few of the teachers have returned the mark "indifference," in reply to the query as to the cause of non-attendance, in their reports; but by the fact of having a good staff of teachers, who seem willing to work, this will be remedied to a great extent. I much regret the want of library books for common and sabbath schools. The chief cause is the want of means to procure them. I am happy to find a growing desire to have good teachers. Still the teachers in this township are quite up to the modern system of teaching, and are generally young men. The prescribed books are used."

81. *The Reverend Robert Hamilton, Fullarton.*—"The trustees generally give a more accurate return than they did three years ago, although there is room for improvement in this matter still. The schools are, upon the whole much better conducted than they were. There has been a great change in respect to teachers at the beginning of the year, and nearly two-thirds of the sections have hired other teachers. The good or evil that may follow this change will be indicated in next year's report. I find the people in some sections very careless about the prosperity of the schools. Although I have sent notice when I should next examine and lecture, in some sections I would meet only the pupils and trustees; it is not so, however, in other sections. There is a growing desire to have lectures on education, among the people of nearly all the sections, and whoever may be superintendent will find the people earnestly requesting him to give more than one lecture in the year on this important subject."

82. *The Reverend W. B. Rally, Logan.*—"As to the cause of non-attendance, school section No. 1, reports 'Distance from school;' No. 2, 'Poverty of parents;' No. 4, 'Indifference of parents;' No. 5, 'Bad roads and negligence of parents,' and Nos. 3 and 6, 'No report.'"

83. *The Reverend David Beattie, Mornington.*—"I may say generally, in regard to the schools that their efficiency and progress, although not what they might be, are commendable. The moral character of the teachers has been superior, and their diligence worthy of praise. There is a considerable want of school apparatus in some of the sections, but I am happy to say that the desire to increase those things is growing. The sections are also providing themselves with libraries, and in those already established, good, in most instances, is very apparent."

84. *The Reverend E. F. A. Kaessmann, Easthope South.*—"It affords me particular pleasure to be able to report that the schools in this township are now in good condition, though their state could be better, if they were provided with apparatus for the several branches of instruction. There is not in one of the sections a complete set of maps, etc., and only in section No. 6 a very small library. All teachers in the township are qualified, and section No. 5 has a graduate of Greisswald, Germany; section No. 3, a fellow of the Gymnasium of New Strélitz, Germany. The teacher of section No. 6, frequented the Normal School, Toronto, and those of Nos. 2, 4 and 7, hold first class certificates from the County Board. Respecting the attendance at school, I have to report that good progress is made; nearly all the children are sent, and only a few kept back through indifference of parents. Schools are opened and closed with prayer. The Bible and New Testament are read. At the examination of the teachers, the rules prescribed have been observed and the questions printed. I hope you will excuse me in taking the liberty to make the following remarks. In Upper Canada, there are at present a large number of Germans, as you may see by the last census. All are desirous of maintaining the German language, and therefore require German-English schools. Amongst the arguments for this object, I only mention the following:—1. By exclusively English schools the people will be

alienated from their Church, fall generally into indifferentism and lose all moral restraint. Such individuals do not make good citizens. 2. Parents lose their influence upon their children, as they are not able to read with them the word of God at family worship; and 3. In case of sickness, children are not able to read the blessed book to their disabled parents. I believe these arguments illustrate the necessity for German-English schools. From this now arises the importance of having well-selected books for reading, like the national reading books. We must do all that we can to educate loyal subjects; but we can do this only if we have books in our schools in which such principles are laid down as to create attachment to our beloved Queen. Now, would you support the introduction of such German reading books? If so, I will submit to you a plan for 1st, 2nd and 3rd reading books in the German language."

XXXII. COUNTY OF HURON.

85. *John Nairn, Esquire, 1st Division, County of Huron.*—"From the Annual School Reports of the townships, in the county of Huron, under my charge, I hope you will be satisfied that our school matters are in a satisfactory state. During the last ten years there has certainly been a wonderful improvement in the schools; the people have shewn a determination to have efficient teachers, and that everything connected with the schools be made as comfortable as possible. Accordingly the salaries of teachers are now very liberal; the average of a second class being now seventy pounds, and that of a first class eighty pounds, while many may remember the time when fifty pounds was considered a fair remuneration. The practice of boarding from house to house is also now abolished in this county, and the teacher has thus a better chance of improving himself. It is likewise very rare for a teacher in this county to be engaged for a shorter period than twelve months, if the agreement be made in January; this is highly advantageous to the teacher, and it guards against the school being intentionally closed part of the year, which ought never to be sanctioned except under peculiar circumstances. Such closing checks any advance a young scholar may be making, and almost effaces the instructions received. On examining the reports you will perceive that little addition has been made to the school libraries, while the awarding of prizes has met with considerable encouragement from trustees. Now without wishing to detract from the benefit of a library, I am satisfied that it is incumbent upon trustees to encourage education by an annual distribution of prizes and rewards in the schools under their charge. A few inhabitants in the section may occasionally take a book from the library, but it is seldom that a scholar applies, and this is the reason why some school libraries are in a manner closed. A certain and immediate benefit, however, arises from prizes and rewards. The volume is the scholar's own, and it is pondered over, not only by himself, but by every member of the family. At an examination that I attended last month at Egmondville, there was an attendance of 115 scholars, and every one got a prize or reward, not a card or trifle, but a book containing much pleasing reading. Those entitled to prizes of course receive the best books, but no scholar left the school disheartened; all received something, and although the book might be small, they were informed that by diligence and application they might have a larger one at the next distribution. This is the true course to follow, but when one-third of a school get prizes and two-thirds go away downcast and dispirited, it is much better to discontinue the practice entirely. Encouragement must be given even to a dull scholar; you must make them feel that you take an interest in their improvement, and perhaps the small volume presented may contain something that will dispel their indifference and awaken them to the advantages of schooling. With all deference then trustees should not regard the giving of prizes and rewards as optional, but as a duty involved in their acceptance of office, to forward the education of the sections by all possible means. There is no wish to lessen a teacher's allowance, but if a section can afford to give eighty, ninety, or a hundred pounds, as salary, while nothing is given to encourage the scholars, trustees, assuredly, should consider most carefully what is incumbent upon them, and whether they are doing all in their power to encourage education. I must again add that a book given as a reward is productive of much more good than a volume from the library. The scholar is proud of it; it is his own and he reads it carefully; not so the library book; it is not his own, but must be returned within a certain time, otherwise fines and penalties will be imposed. Further, I think that the

programme of examination of candidates for first class certificates should be amended so as to include the rudiments and first books of Latin. In advanced schools there is a great want of variety in the exercises, and the mind in consequence gets cramped when tied down to the same book day after day, and many clever boys would rejoice could they have a change. At present we have the exercise of Latin roots in almost all our schools, and it is surprising what interest is taken in them by the scholars, but it cannot be doubted that if the study of Latin was introduced they would have a more distinct idea of roots and feel proud of the attainments. It would moreover raise up first class teachers in the scale as they would have a decided preference over others; and it would also stimulate second class teachers in their studies and make them ambitious of advancement. It would soon be found that a first class teacher, capable of teaching the rudiments of Latin, would have a preference over other candidates."

86. *John Atkinson, Esquire, Biddulph and McGillivray.*—"You will see by the Reports that there were 21 schools in the townships under my supervision last year; eighteen of them were kept open the whole year; they were all free, and they have all, now, a pretty fair supply of large maps. There has been a school opened in section No. 12, McGillivray, for the first time at the beginning of this year. There has been a very good school-house built in section No. 3, Biddulph, last year, and the trustees of No. 3, McGillivray, were with me yesterday to consult about building a new school-house in their section. They went away determined to build a brick one as soon as possible. You may notice in the reports that our teachers do not hold so many first class certificates as heretofore; the cause is more owing to the standard having been raised by the County Board than to any disposition of the trustees to hire inferior teachers. The average attendance of pupils is small when compared with the number on the registers. The irregular attendance of pupils is very discouraging to faithful teachers, but I suppose there is no help for it in rural sections where hired help cannot be obtained and work must be done. Many of the teachers are doing their duty well, but all have not tact to govern well or to communicate what they know. The books in the township library of Biddulph, are covered, labelled, and numbered, but not used to the extent they ought to be. There is no township school section library in McGillivray. There are some Sunday School libraries reported. In answer to your enquiries about prizes, I scarcely know whether they exercise a beneficial influence or not. I have lately witnessed jealousy and dissatisfaction where I felt satisfied the prizes were awarded with strict impartiality. Indifference of parents and distance from school are the causes reported by trustees for the non-attendance of children."

87. *R. D. Bonis, Esquire, Stephen, Osborne.*—"Respecting the non-attendance of children at the common schools, the trustees report variously. The most prevalent cause appears to be that the older children of many families are obliged to stop at home to assist their parents, and many of these of about five years old are prevented from attending by reason of distance from the school-house. I think the people cannot be charged with indifference. The regulations are generally observed, but the amount of religious instruction is trifling. Of twenty-six schools, I believe only three can boast of a school library. The general backwardness in this respect induced me to exert myself with the Township Councils of Stephen and Osborne, and I have great pleasure in stating that Stephen has placed a library in every section of the township, and Osborne has made a grant for the same purpose. The example of those townships will, I think, stimulate Hay to take action for a public library. I am sorry to report that prizes in the schools in this district are not so favourably thought of as, I think, they should be. Prizes at public examinations judiciously distributed exert a most beneficial influence."

88. *The Reverend W. C. Young, Howick, Grey.*—"In transmitting you my report of the state of education in the four townships of Wawanosh, Turnberry, Grey and Howick, at present under my superintendence, I have much pleasure in stating that with the exception of four schools, great advancement and progress has been made and are everywhere discernible; this satisfactory state of things I attribute to three causes: 1st to the strictness and fidelity of the Board of Education in their examination of teachers; 2nd to the fact of which all the teachers are now aware, of my making it a matter of conscience and duty to officially inform trustees of the exact state of educational matters in the different school sections under my supervision. This has the effect I find, not only in encouraging

the faithful and energetic, but in rousing into activity those who might otherwise be careless and indifferent in the discharge of their duties; and 3rd to the good sense displayed by the trustees themselves in their endeavours to obtain energetic and efficient teachers by offering and paying them respectable salaries. During the past year, too, notwithstanding pecuniary difficulties, I am happy to inform you that great exertions have been made in several of the sections in the way of furnishing their school-rooms with maps and other necessary school apparatus. This is a duty which I constantly endeavour to impress upon the minds of the trustees, by pointing out to them the advantages resulting from the adoption of such a course, and, at the same time, by showing them the bad economy manifested in not having their schools furnished with such apparatus immediately after being put in operation. I have much pleasure and satisfaction in informing you that since the commencement of the present year two new schools have been opened; one of them is in the township of Howick and the other, which is a union school, is in Turnberry, thus still further extending the blessings and advantages of education in this part of the country. Comparatively little, as you will perceive from my annual report, has yet been done towards the formation and establishment of school or township libraries. This, however, I attribute to the comparative poverty of the inhabitants rather than to indifference or want of intelligence and taste; but though such unhappily is the state of affairs at present, yet from my knowledge of this part of the country, and of the active and leading spirits in it, I have no hesitation in saying that the day is not far distant when libraries and similar institutions shall yet be found in as flourishing and prosperous a condition in each of these municipalities as they are in any of the older settlements of the county. Therefore, knowing these facts, knowing too, the trials, difficulties and embarrassments of the present settlers, and knowing well the hopes and prospects which cheer and animate them in their arduous labours, I feel constrained to demur for the present the expression of any sentiment of regret in my official report to you on the subject of school libraries. However, I still endeavour to use my influence both with trustees and township councillors in getting libraries everywhere formed and established as soon as possible. I trust that your laudable exertions for the advancement of national education in the country may be crowned with the most complete success."

XXXIII. COUNTY OF BRUCE.

89. *John Eckford, Esquire, 3rd District, Co. Bruce.*—"I am happy to report favorably of the schools in my district. Notwithstanding the prevalence of more than one epidemic disease, the attendance has been very good. The prosperity of the schools mainly depends upon the teachers, and we are making steady progress in supplying them with an improved class. Many trustees display a laudable anxiety in this matter, and with this view are ready to advance salaries. One of the sections has just finished preparations for opening school, and the trustees have engaged a first class experienced teacher at a liberal salary, assigning as a reason that such only could be expected properly to organize a large number of young people totally unacquainted with the routine of a well conducted school. I continue to receive proofs of a growing partiality towards young men trained in our normal and model schools; but there is also no small satisfaction felt on account of the extreme care of the County Board to license none but those of at least good scholarship and good moral character. Of their talent to communicate knowledge the Board cannot so well judge. Seven years since, I was told by some of the trustees that they did not see much harm in a teacher going upon the 'spree' during his holidays, provided he did so at a suitable distance. Some considered that no great scholarship was wanted to teach a few beginners, and it was considered that for a small sum persons could be obtained who were unable to undergo much bodily labor. There is a complete revolution in the sentiments of such parties now. I think next year's report will show that the enlarged Government grant to the schools has had a good effect in keeping them longer open. Good teachers meet with encouragement to continue in their situations, and the consequence is that the progress of the scholars is much greater than it would otherwise have been. With good, permanent teachers, increasing attendance, and schools open all or nearly all the twelve months, I look forward to the most gratifying results of our labors and expenditure. You are aware that none of our schools are of long standing, and it was gratifying to myself to

observe of late, some of the scholars successful candidates for high class certificates as teachers. At the July meeting, a young man who had received the best part of his education in a German school, stood at the head of 66 applicants 'facile princeps,' and obtained a first class certificate. A Carrick youth stood dux of the 2nd class. It may well be supposed that some schools do not afford me very great satisfaction, but by change of teachers and other means, every endeavour is making to improve them. Maps are being obtained for nearly all the schools. Libraries multiply slowly, though where established they are much valued, and a good reading spirit exists. Since my last report, I have twice visited the few sections in which schools are not yet opened, and I can now report that preparations are making for opening school wherever anything like a necessity for them exists. In one or two, there are few children, and the settlers comparatively few, and roads bad."

90. *The Reverend Walter Inglis, Bruce, Kincardine.*—"As a whole, there is a steady advance being made. I have got three sections to take action about a library. No. 1, Huron, has a very nice library, and the people show a great deal of interest in reading the books. I may be permitted to say that I was the means of inducing the people to get up these libraries. They are the effect of lectures. In all these cases, we simply proceeded to get the money by voluntary subscriptions, and other \$20.00 from a tea meeting. No. 4, Kincardine, is busy getting up subscriptions for a \$40.00 library. It is up-hill work for the mass of the people in this quarter. You will see the most distinct progress in Kinloss. No. 8, Kinloss began last year. For the first half of the year, they had an average attendance of 37; for the second half, 29. This is an example, even amongst very poor people, and shows they can manage to send their children if they please in spite of the continual work, work. The teacher has done very well. There was very fair progress made in No. 4, Kinloss, a Gaelic section. I may state that although backward, yet there is progress in all the highland sections. The children in some highland sections are advancing in knowledge of the English language. School house building has made some progress during the year. Three new school houses have been built, two in Bruce and one in Huron. There will be 36 schools this year in operation. There are three sections without schools, but the few children belonging to them attend the schools of neighbouring sections. The teachers, as a whole, have done well. The Board of Examination for Bruce is doing a good work. The standard has been distinctly raised. 2nd class men have been brought down to third class. Some had their certificates stopped. This was the case with two men having the best sections in Kincardine. I see that the Board of Examination has a very important duty to fulfil. Like Board, like teacher. Here again comes the point of appointment. I do not think that County Councils are worth very much for that, but the difficulty is to get another power in their place. One or two little matters of difference in sections have taken place during the year. I had some trouble in section No. 1, Kinloss, with a teacher and trustees. I am not aware that anything calls for particular notice. I would call it a year of great progress. I have felt it to be my duty to give up the office of local superintendent. I have had an increase of my pastoral duties, and I have felt a failure of strength. Diphtheria was amongst us last spring and winter. I did not feel strong all the year. I shall still take a deep interest in the schools of the County."

XXXIV. COUNTY OF MIDDLESEX.

91. *The Reverend William Deaz, Adelaide.*—"The general regulations as to religious instruction are, to a very considerable extent, observed, and with the most happy results. With regard to the revised programme for County Board examinations, I have to state that it is very nearly observed, but the questions are not printed. With regard to libraries, I have to say that the books are covered, labelled, and every way well kept. I am sorry to state, however, that one school section, (No. 7), whose trustees reported a library of 90 volumes in 1860, report no library at all in 1861. How this is to be explained, I do not at present know; but I shall know very soon. The influence of the library is veritably and decidedly good, and the power of that good influence, especially amongst the younger classes of society, is year after year becoming more and more manifest. I am strongly desirous for the establishment and prosperity of libraries, and it grieves me to state that

besides the falling off of No. 7, there are two sections in the township which, as yet, have no libraries. I expected, as I stated in my report for 1860, that a library would be established in every section of the township in 1861, but have been made to feel that fair promises and strong professions are not always to be relied upon. With regard to the influence of prizes, I can give you no information. Prizes have been given in one school only, and I have heard nothing of the effects. As to the causes of the non-attendance of children, I believe the chief cause is the carelessness and indifference of parents. On the whole, it gives me great pleasure to inform you that the cause of education in the Township of Adelaide is in a very encouraging position. Since 1857, there has been marked and growing improvement both among teachers and taught. Formerly we had a large proportion of 3rd class teachers; but now we have none. We have one trained at the Normal School, a very excellent teacher. The other teachers are either 1st or 2nd class, and with but one or two exceptions, are doing their work very efficiently. Nothing shall be wanting on my part, so far as I am able, to stimulate, enlarge and guide the happy influence in favor of education now so manifestly in operation. I earnestly wish that you may be long spared to watch over and regulate that vast and beneficial organization of which you have been the contriver, and which has been productive of so much good to Upper Canada."

92. *The Reverend Richard Flood, M.A., Delaware.*—"It is gratifying to bear testimony to the rapid progress which our common school system of education has accomplished from its first institution under your zealous efforts in Western Canada. This township for instance, like many others, previous to the inauguration of our present school system, could only boast of a solitary school, and the same but poorly provided for, as to qualification of teachers and the necessary scholastic apparatus. What a wonderful moral revolution has taken place since that period in reference to the rising generation, through the instrumentality of the common school teaching as well as through our township libraries. I, for one, believe that if the scriptural element were adopted and pervaded all our schools, (save and except those under Roman Catholic management), that Canada West may well compete with any other country under Heaven in the best and most unexceptionable education. I confess that I exceedingly regretted at the time our school system received the sanction of the Legislature, that the Bible was not recognized in that Act as a class book for Upper Canadian class reading. I am free to admit, that the want of it generally in the schools of this locality was the grand inducement I had in consenting to my appointment as superintendent, in the hope of meeting this defect, and that God's word should have a place in every school in the township, which I am thankful to say has been read ever since, at the opening and closing of our schools, and I have every reason to believe, gives the most entire satisfaction to the parents of the children. The books composing our township libraries have been well selected for the diffusion of useful knowledge. They are generally read and appreciated, but more especially by the juveniles; thanks to the working of the common schools, which afford them those advantages that their parents had not the privilege of enjoying. As an illustration of the above, I have received only two returns from trustees for the first half-year, which were free from inaccuracies and erasures. I am satisfied that it would prove less trouble on my part to have waited upon the trustees and filled up their reports by data furnished me on the spot, than try to correct their numerous errors at a distance. I have suggested, as Chairman of the Board of Public Instruction some years since, a new feature in the programme of examination of candidates for 1st class certificates, viz.: Writing on a given subject at the commencement of proceedings, and for the composition of which, a certain portion of time is allowed. The Board has found this plan to work well. I consider this exercise to be one of the best tests of proving scholarship, as it develops general knowledge, and if by it we discover three orthographical blunders or grammatical defects, we then send them to the 2nd or 3rd classes, as the case may be, although their answering in Geometry and Algebra might be satisfactory. Our first class men should be scholars in the true sense and meaning."

93. *The Reverend James Skinner, Lobo.*—"In reporting on the state of education in the township of Lobo, nothing of unusual interest claims remark. The schools have generally been open during the whole year. The free system is commonly preferred and would give nearly universal satisfaction, if stability were given to this system by legal enactment. Comparing the school statistics of one year with those of another, no great

variation in the aggregate and average attendance appears. This is to be expected in a township fully settled. The teachers are all worthy of the confidence reposed in them and the order and progress of the schools are nearly satisfactory. In all the schools the word of God is daily read with some good measure of reverence, I believe, because of its divine authority. The teachers personally observe and esteem the ordinances of Christ. It may be observed that few of the schools are opened or closed with prayer. In the nature of things this could not be made obligatory. Where this duty, proper in itself, is observed, aid is not sought from any prescribed form, as this would not correspond with the conscientious religious convictions of a majority of the people. The County Boards of Public Instruction respect the revised programme in their examination of candidate teachers, while they do not confine themselves to its details. Their grand object is to understand clearly the respective qualifications of the parties offering themselves. They consider this end cannot be satisfactorily gained without printed questions. There are comparatively excellent congregational libraries in this vicinity, as well as a great township library, with not a few readers sustaining them. There are no libraries connected with our common schools. In a few of the schools, prizes have been awarded, and to avoid the evils of disappointed expectation, a prize has been given to every scholar present. When an efficient teacher is employed, the questionable system of distributing prizes to young children may as well be avoided."

94. *The Reverend Edward Sullivan, A.B., London.*—"At the close of another year I am happy to be able to report many signs and tokens of progress in the general condition of the common schools of London township. While there are a few sections where education is languishing, and all interest in it on the part both of parents and trustees seems ready to die out, there are on the other hand very many in which the value of a sound practical English education is more clearly seen and more generally felt, and as a natural result, many improvements have been made during the past year. Among these must be regarded the erection of substantial, commodious school-houses in place of the old unsightly hovels which disfigured some of our sections, and seemed to me better fitted for the shelter of the beasts that perish than for the education of the sharp, intelligent children of our Canadian yeomen. It will be seen from the report that no less than five new school-houses (three brick, one frame, and one log) have been built during the year 1861. Another encouraging feature is that many of our sections have taken advantage of the facilities offered them by the Educational Department for procuring maps, a part of school furniture absolutely indispensable in teaching that important branch of knowledge, the geographical relations and position of the various countries of the earth. With regard to the libraries, I am sorry that they are not more numerous in the township. I take every opportunity of impressing on the trustees the paramount importance of procuring for children books of a healthy moral tone, so as to counteract the dangerous influences of that attractive but noxious style of general reading and literature that abounds so extensively in the present day. Prizes were distributed during last year in only four schools out of thirty, but I hope that next year the disproportion will not be so great. I am aware that those able to form an opinion in such matters are not all agreed as to the expediency of this mode of encouragement being generally adopted. However little my judgment may be worth, it is this: that the prize system will work beneficially in every instance where the distribution is conducted wisely and judiciously, and no room is left for the suspicion of favoritism on the part of those who decide. With regard to the regulations as to religious instruction, they are invariably observed, but no exposition of Scripture truth is given by any minister of any one denomination during school hours; and I may add, in no instance that I know of is any religious instruction given after school hours. This latter fact is not to be wondered at. It cannot be expected that children who have been confined for six or seven hours, in many instances in an ill-ventilated and over-heated school room, will be willing to remain another hour or more, even for the purpose of learning that without which secular knowledge is apt to prove a curse rather than a blessing. True, the law allows regulations to be made for this purpose, subject to the approval of the trustees; but for the above reason, which at least has the merit of being a practical one, I look upon the permissive provisions of the law as literally a dead letter. Perhaps, however, the difficulty might be met in some degree by the late enactment

making every Saturday a holiday. Ministers of the Gospel or others who wish well to the rising generation might, if they would, turn the vacant day to good account in a religious point of view. Many persons are dissatisfied with the change just alluded to, but I consider it a wise one. Instead of being any loss to a section, it is in fact a double gain. Teachers will be better prepared to impart and children to receive instruction on Monday morning by working only five days in the preceding week, than if, like the horse in the mill, they had been kept going the weary round from Monday morning till Saturday night."

95. *Charles Hardie, Esquire, Nissouri West.*—"In transmitting the annual report of the schools in Nissouri West, for 1861, I have to remark that there is no sign of declension in the common school system here, as the schools average in time 11 5-7 months, have been all free, and have been taught by men holding first and second class certificates. I find that two of our teachers have succeeded in introducing terrestrial globes obtained from the Educational Department into the school room, and one of these teachers has got a magic lantern and other apparatus from the same source, so that I hope to be able to report a wonderful change in the advancement of the pupils possessing such valuable advantages in comparison to the former laborious and uninviting methods pursued to convey the principles of science to the mind. While farmers here are adopting every improvement in agriculture to facilitate labor and enrich themselves, very few of them consider that a complete set of apparatus would also aid the teacher and store the minds of the youth with useful knowledge, which text books alone insufficiently accomplish; and, considering the munificent inducement held out to all our schools, I hope to see the time when all will be well supplied and enjoy the benefit. Without enlarging on other subjects I may remark that our schools are as prosperous as I ever knew them to be, and I hope that you will long be spared to successfully superintend and guide the educational interests of the people of Upper Canada."

96. *James Armstrong, Esquire, Westminster.*—"The trustees have almost invariably given indifference of parents as the cause of non-attendance. The revised programme is observed. As I have personally noticed, the influence of libraries is invariably good. With regard to the influence which the distribution of prizes exerts, I am unable to give a correct answer."

97. *John A. Scoon, Esquire, Williams, West.*—"I am happy to state that in sections Nos. 10 and 11 the schools have been kept open nearly the whole year, and the pupils in both have made good progress in their various studies. In sections 12 and 13 the schools have been only kept open nine months, which I think is very bad economy, as a great deal of the work must be done over again when the schools are re-opened. Section No. 6 is a new one, very injudiciously laid out, and has had to contend with much opposition. Many have not been able to send their children on account of the great distance, and others through pettishness have neglected to send; but I find a better feeling is beginning to prevail, and a larger attendance may be expected. New school-houses erected in sections Nos. 6 and 10, both comfortable and commodious; that in No. 10 particularly so. There are eighty-three children reported as not attending any school, the reason alleged by the trustees being indifference of parents to the education of their children. I think the number would have been much larger if the separate school had been reported, as so many of the Roman Catholics in this township are at so great a distance from their own school-house that their children cannot possibly get there; yet they avail themselves of the separate school law to evade the payment of taxes to the common schools. Many of them send their children to common schools so long as they can do so free of charge; but so soon as money is required from them they withdraw their children, say they belong to the separate school, and refuse to pay the school rates, thereby preventing their children from getting any education at all. The system is extremely injurious to all parties here. The revised programme for County Board examinations is observed, but the questions are not printed. The school library books are covered, labelled, and numbered, and the regulations duly observed; but there seems to be but little taste for reading amongst the majority of the inhabitants, consequently the libraries have not had the influence that might be reasonably expected. There is a desire for light reading such as the school libraries do not afford, consequently their shelves are neglected. I hope this state of

things will be shortly changed, and the libraries better patronized. It is my desire that history and works of general knowledge may be extensively read throughout the township of West Williams."

XXXV. COUNTY OF ELGIN.

98. *The Reverend Edmund Sheppard, East Riding, County Elgin.*—"The increase in the average time the schools were kept open during the year over previous years, I attribute mainly to the increased size of the sections. There has been, and still is, a growing desire for larger school sections. Three small sections were superseded in Bayham, near the close of the year 1861. Parents realize the fact that the advantages of a constant school, kept by a good teacher, outweigh the convenience of a small "baby school" near home, kept open only six months in the year by a cheap teacher. You will observe that the number of children not attending any school is exceedingly small. The cause assigned for the non-attendance of these few is, in almost every instance, "indifference of parents." I am pleased to return the names of so many efficient teachers, several of whom were trained in the Normal School, and I only regret that we still have some sad exceptions to this remark. During the last six months of the year I procured the dismissal of our teacher for drunkenness, and one of our best teachers has fallen and left the county. The revised programme is used by the Board of Public Instruction for the Western Circuit of the county, and its requirements more rigidly enforced than formerly; the effect is the cutting off, generally, of the more inefficient teachers, to make room for the constant employment, at a better salary, of those who take pains to qualify themselves for the profession. Printed questions are used for the greater part of the branches, and the papers of the candidate carefully examined. The Board for the Eastern Circuit meets at Vienna. At the last examination printed questions were used for the first time. A resolution was also passed to grant no more third class certificates in that Circuit, which rule has been followed by the Board of the Western Circuit for some time past. The subject of libraries I pass by from a sad necessity. I hope to be able to awaken an interest in this matter during the next year, since the most of the schools have now procured a good set of maps. Prizes have been distributed in some of the sections with good effect, if I may judge from the earnestness and pleasure I have seen exhibited in striving for and obtaining them. The Board petitioned the County Council, at its last sitting, for the appropriation of one hundred dollars for this purpose, but no appropriation was made. I do not know of one school in East Elgin where the rules, in regard to religious instruction, are followed. The religious population is too mixed for sectarian teaching, and teachers too bigoted for non-sectarian teaching. The Sabbath school and the fireside furnish a time and a place for this most important part of education. In school, section No. 16, in the township of Bayham, taught by Mr. Huntsman, many of the pupils were instructed upon the phonetic system; I greatly admired the system as shown under the management of a splendid teacher. The rapid improvement of the pupils (some having learned to read in thirty or forty days) and the superiority of their pronunciation were very striking. Were we not so conservative of old institutions and systems, what incalculable good might be obtained by the introduction of systems so evidently superior as the phonetic system. In Port Burwell we have, in addition to the two common schools (both under the care of excellent teachers) two private schools; one of them a commercial school taught on a good plan and by well qualified teachers. Upon the whole I trust that the interest taken in education is not waning, and that our noble school system will unfold and develop itself in all its amplitude and efficiency for the enlightenment and training of all the youth of our beloved country."

99. *John S. McColl, Esquire, West Riding, County Elgin.*—"In transmitting my annual report I have much pleasure in stating that there is a decided improvement in educational matters in the West Riding of this county. In several localities some ample and commodious school houses have been erected, which was a great desideratum, adapted to the present state of educational advancement. Some efficient teachers have been engaged in several sections who exert a potent influence in elevating the standard of the schools under their supervision. It is exceedingly gratifying to observe the youthful mind expanding under the vivifying influences of an enlightened system of public instruc-

tion, to behold its mental powers developed by the application of an efficient education. People appear to have more adequate conceptions of the system of education which is destined to elevate the nation in the scale of moral and intellectual excellence. Hence all intelligent persons concur in providing a liberal education to the rising generation. Its paramount importance is apparent when we consider the innumerable advantages which it confers upon all classes of the community. The Board of Public Instruction for the Western Circuit of this county observes the revised programme for the examination and licensing of teachers; their moral, literary and scientific qualifications are strictly attended to, so that a decidedly better class of teachers is only authorized to teach. A few libraries have been established, but, in consequence of their limited number, they exert comparatively but little influence. The Bible is read in most of the schools; other devotional exercises are also observed. Protestant and Roman Catholic children live in the utmost harmony. No one interferes with the religious faith of the other."

XXXVI. COUNTY OF LAMBTON.

100. *The Reverend David Armstrong, Moore.*—"As to non-attendance I find that the old cause is still in full force, viz., indifference of parents. It is a very difficult thing to get parents to enter fully into our school system by doing what they can to keep their children at school. I sometimes feel quite discouraged because of this, for if parents will not assist us we cannot expect to have our schools as efficient as they are calculated to be. The general regulations in regard to religious instruction are followed in seven schools out of thirteen; the results are not as might be expected, but we must live in hopes. I only wish these regulations were made imperative. The revised programme is observed as far as we can make it practical. The examination questions are not printed, at least we had some printed, but at the last examination they were not generally used. All the books I have seen are labelled, and, upon enquiry, I have been informed, that the regulations are adhered to. I am informed that the influence of libraries is a very good one, many being stimulated to read, that under other circumstances would never look into a book. I wish libraries, that is, public libraries, were more general, and I think they might be if the *Journal of Education* would keep the matter before the public. As to prizes, I cannot say very much, as they were given in only one school during 1861, but in this one instance the influence exerted is very encouraging, sufficient to induce the people to try it again. Looking at the state of education in this township, I think I may say it is imposing; I had been exerting myself a good deal about the schools, and with very encouraging results. I find that, in dealing with teachers and trustees, a good deal of firmness is necessary to induce them to carry out fully the common school regulations. The class of teachers we have at present is superior to that of 1860. I have great hopes that during 1862 our schools will be much more efficient than last year."

XXXVII. COUNTY OF ESSEX.

101. *The Reverend Francis C. Elliott, Colchester.*—"The cause of the non-attendance of so many children at school is, no doubt, indifference of parents, and is so stated in the trustee's report to me, but probably there is another cause often operative to the same unpleasant result, that is, the great distance of the residence of many families from any school in this sparsely peopled township. The regulations with regard to religious instruction are, I think, not generally attended to; this is, perhaps, unavoidable, where religious animosity is easily roused to a flame by the slightest spark. The revised programme for the County Board Examination is observed, and the questions proposed to applicants for certificates are printed, and answers made generally in writing. With respect to the township library, which is large, containing, I believe, about fourteen or fifteen hundred volumes, I still have to report, as in former years, that I think its influence both beneficial and extensive. The books mostly read, viz.: the juvenile part of the collection are, to judge from my limited observation, somewhat dilapidated; but the greater part of those volumes were probably only put together somewhat slightly at first, and their present state is in one view gratifying, as it affords the clearest proof of their having been well used."

XXXVIII. THE CITIES.

102. *The Reverend George Weir, M.A., Secretary, B. S. T., Kingston.*—"The Common Schools of the City of Kingston are, I am happy to state, so ably and efficiently conducted as to command the support and approbation of the public. The semi-annual examinations are numerously attended by parents and guardians, who evince the liveliest interest in the growing efficiency of our schools. In one school the pupils are far advanced in the higher branches of arithmetic, algebra, geometry, trigonometry, and book-keeping, and exhibit a high proficiency in parsing and in English grammar generally. They write essays with considerable neatness and accuracy. Some of our female schools are admirably taught, and the pupils therein display admirable proficiency, especially in the more advanced rules of arithmetic, and in English grammar and English composition. During the past summer I had an opportunity of visiting schools of a similar character in Edinburgh and Glasgow, and I am happy to say that our schools can compare most favorably with any of those which I visited. What I am most pleased to find in our schools is the thoroughness of the teaching; the principles on which rules are based being so carefully explained, especially in English grammar and arithmetic, that every pupil can at once assign a reason for every step in the process. There is a great interest taken in our school library, if we are to judge by the numerous applications for books. The trustees are most attentive to the duties of their office, providing the necessary apparatus for the schools, and visiting them personally."

103. *Alexander Johnston, Esquire, Chairman, B. S. T., London.*—"I am happy to state that through the efficiency of the principal and teachers the schools are in a most prosperous condition; and this opinion was freely expressed by the Local Superintendent, the Revs. Messrs. Scott and Nicol, and J. Mahon, Esq., who conducted the examination in the different departments in July last; after which, through the munificence of John Wilson, Esq., Local Superintendent, 350 volumes were awarded to the most diligent and successful students. It is gratifying to observe that during the past year there has been an increase of 226 in the number of scholars registered, and in the average attendance an increase of 40, and in the actual attendance an increase of 94, as compared with the previous year of 1860. You will perceive that the average cost of instruction has also been reduced from \$7.17 per student in 1860, to \$6.38, average cost per student during the past year—proving conclusively that during the past six years there has been a continuous improvement in the attendance of the scholars as well as a decrease in the average cost of each student per annum. But while success has resulted from the efforts of all concerned, it is much to be regretted that the juvenile department has been so crowded to excess that the Board felt it imperative to provide further school accommodation, and consequently have purchased half an acre of land beautifully situated in the 6th ward, at the price of \$600; \$400 of which has been paid, and on which they have expressed their determination to erect an additional school-house at a cost of \$1000. When this shall have been erected it is expected to give ample accommodation for several years to come. A regular system of visitation has been kept up by the trustees, who in their monthly reports have generally borne testimony to the ability of the teacher and good order of the schools. All the classes are regularly opened and closed by the teachers reading a portion of Scripture and using that form of prayer recommended by the Council of Public Instruction; and it is worthy of remark that the pupils have invariably conducted themselves with becoming reserve during the performance of these acts of devotion. The statistics published annually by the Board furnish evidence of the progress that has been made during the past year by our City Schools. Though for two years previously there has been but little increase to the aggregate or average attendance, and although the last two reports have assumed as a fact that no further increase need be expected until such time as the city shall have again begun to add gradually to its population, still we find in these statistics before us a considerable addition to the number of scholars returned in the last years report, or in that of any former one. We may, I think, safely assume this as a proof the satisfaction which the schools generally have given to the people, and the best indication which the parents and guardians could give of the confidence they repose in the general management of educational affairs by the Board of School Trustees. The question has often been asked, how is it that the attendance has gone on increasing whilst the population has

rather diminished than increased since 1857? The answer is easy: in former years there were private schools established in every favorable position, which drew off many of the scholars from the public schools; and only a few years ago there was a school in the barracks, under the control of the Colonial Church Society, which in some years made a return of nearly 400 scholars. Now provision for the education of nearly the whole juvenile population has devolved upon the Board, and as the number seeking admission has increased, we have been forced year after year to add to our accommodation by the erection of ward schools—by subdividing the larger rooms in the Central School; and consequently to increase the staff of teachers, to enable us to instruct properly this influx of scholars. It is true, about the beginning of 1859, the increase from these sources had reached its height; but suitable provision has not yet been made to meet the wants of the community in this respect. In ward school No. 3, there have been registered during the year, 529 scholars, with an average of 236, and an actual attendance of 293; and in ward school No. 5 no less than 682 scholars have been entered upon the register during the year, with an average of 249 and an actual attendance of 329, and this in both cases exclusive of the scholars transferred to the Central School at the midsummer examinations. These statistics furnish convincing proof that something is yet to be done to draw off a part of the children from these schools, especially in the summer months when the juvenile schools are the most crowded. I am happy to be informed by the Principal that in the senior department of the Central School the desire for a superior education is extending rather than diminishing. Besides the higher branches of an English education, there have been in operation during the year three classes in Greek, five in Latin, and five in French. In the Greek classes there have been twelve students, in the Latin fifty-seven, and in the French, seventy-nine, and the proficiency has been in general satisfactory in this course of study; and the number of young men thus prepared for the various professions of life render this part of the school invaluable, as those higher branches which elsewhere would have to be obtained at a Grammar School or College, are brought within the reach of all the sons of our citizens."

104. *William Cousins, Esquire, M.D., Ottawa.*—"I have pleasure in being able to state that our school attendance for the past year shows signs of improvement. I have, by occasionally addressing the pupils (when I visited the schools) on the necessity of strict and punctual attendance, aided the teachers in their efforts to that end. Our schools are all free, and notwithstanding (looking to the number of pupils on the roll and comparing them with the average attendance) it is much to be regretted that there are parents who do not appreciate the efforts made for the education of their children. We must only hope we may by perseverance reduce the great evil. You will see by the report that school No. 3 was open but nine months during the past year, the teacher having been discharged in consequence of his not being able to maintain the requisite number of pupils in his school. The prejudice heretofore existing among the more respectable portion of our community against sending their children to the common schools is fast wearing away; many of that class of children are in regular daily attendance at our schools, a proof of their appreciation of the common school system of teaching. We have had some very flattering remarks at our last half yearly public examination from clergymen and from some of our leading citizens, on the amount of information acquired by the pupils of our schools. On these occasions, and among others, our much respected master of the Grammar School here (Rev. Mr. Borthwick) has stated in public—"That of the pupils now under his charge, those best prepared on entering his school had come from the common schools of this city." The efficiency of our schools would be much improved if we had school-houses large enough to contain the pupils of two of our present schools, with their teachers; whereby the work of teaching would be more successfully divided, and each class in a school have the undivided attention of a teacher during the entire school hours. Our Trustee Board have it in contemplation to remedy this deficiency by building four ward schools, one of which they propose building during the present year. All our schools are opened and closed with the reading of the Scriptures and prayer. The trustees had in contemplation the providing prizes for distribution in our schools, but from financial considerations they did not enter into that matter at present. I am happy however, to say that this idea has been, by the liberality of some of our leading citizens,

carried out. By their spirited aid we have been able to distribute some hundred dollars worth of books, among the most deserving of the pupils in the several schools. A good deal being at present said about militia drill amongst the adult population, it occurred to me from what I have seen in the mother country in large military schools, that the benefits of this system might be extended to all boys of school age. Would it not be well that it were made compulsory for the boys in our common schools to meet on each Saturday to undergo a suitable drill instruction from the teacher, or from the sergeant drilling the company of the volunteer force, where any such existed; which drill would not only be with the view of fitting the future man for the duties of a soldier, if his country called him so to do in cases of emergency, but would in the meantime take the place of gymnastic exercises, so much recommended in all schools; giving vigor of limb and a manly bearing to the youth of our great and growing country."

XXXIX. THE TOWNS.

105. *The Reverend Archibald Walker, Belleville.*—"During the past year I made it a fixed rule to visit each school at least once a month, for the purpose of observing its condition as regards the maintenance of order, and of noting the progress made by the various classes in the different branches of study presented. In addition to this monthly visit, which was designed to ascertain the efficiency of each school, as shown by the appearance made by the children in their classes, I held a quarterly examination of each pupil separately, so as to acquaint myself with his individual proficiency, that thus testing and learning his attainments at each successive period, I might discover what, if any, progress had been made, by each and every scholar. As a result of the intimate acquaintance thus gained with the state of the schools under my superintendence, I am happy to state that I believe them all to be in a most efficient condition. The strictest order is maintained. The pupils are under the rule of a healthy discipline which preserves due decorum and obedience without recourse being had to an undue severity; and at the same time secures to the master the cordial good-will and respect of his pupils. The teachers are entitled to the generous confidence of the trustees, from the interest which they continue to evince in their work, and the pains which they take to maintain and increase the efficiency of the schools. Nay, more, it affords me much pleasure to state my firm and well grounded belief that a higher standard of discipline and efficiency has now been reached than has hitherto prevailed. This must be as gratifying to you to learn, as it is satisfactory to me to state; for progress, sure though gradual, is the best test of the healthy condition of educational as of all other institutions. In concluding this brief summary of my observations as to the condition of the common schools in the Town of Belleville, during the past twelve months, I avail myself of this opportunity to accord my grateful feelings towards the Board of Trustees for the confidence which they have reposed in me, for the kindly manner in which they have received such suggestions as I felt it to be my duty from time to time to make, and for the firm support which they have always accorded to me in the discharge of the duties of my office."

106. *The Reverend John Wood, Brantford.*—"I beg to submit the following brief statements in relation to the condition and working of the public schools of this town. 1st. As to the central school: Occasional visits to this school, previous to my appointment as local superintendent, and more frequent visits since, have impressed me very favorably indeed with the thorough efficiency of all its departments. A more competent staff of teachers, both as to attainments and general qualifications for their work it would be difficult to find. Notwithstanding the largeness of the attendance in most of the divisions, and especially in the junior ones, the movements of the classes are conducted with quietness and precision, indicating the most perfect control of their several divisions by the teachers. The school is well furnished, (with trifling exceptions), with apparatus, in the way of maps and charts and object lessons, and altogether presents every reasonable inducement to parents to send their children, as well as every advantage and comfort to those who attend; and I am happy to find that notwithstanding the existence of a separate school in the town, some parents of the Roman Catholic persuasion prefer availing themselves of the superior advantages of the central school, and have obtained permission to

send their children thither. The attendance at the central school for the year 1861, has considerably exceeded that of 1860; so much so, indeed, that some inconvenience has occasionally been experienced from the crowded state of the galleries in the junior departments, two of them having several times had an attendance of over 100 scholars. The increase is attributable partly to the growth of our population, but mainly to the action of our Board in July last, in doing away with the rate of 25 cents per month and declaring the schools free. A similar increase has also been found in the attendance upon the ward schools, and doubtless, for the same reasons. A comparison of statistics just furnished with those contained in Dr. Ryerson's last annual report, shows an increase of 456 names upon the several registers, and an average attendance of 615. This is, of course, exclusive of the separate school. As this increase has occurred chiefly during the second half-year, during which the average was 88 more than in the first half-year, viz., 659 against 571, the probability is that it will be permanent, and will even become greater every succeeding year; so that the Board will soon need to take into consideration the question of increasing the staff of teachers, at least in the junior department; some of them, even now, being taxed beyond their strength, in the fulfilment of their duties. In relation to the general working of the school, I have only one suggestion to offer for the consideration of the Board, and it relates to the writing. Several gentlemen have expressed to me their surprise, that in a school so efficient in every way as ours, there should be no properly qualified writing-master. I think there should be one. Writing is an art, like drawing, so peculiar to itself that it requires an individual to make it his profession, if he would succeed in training his pupils to excellence. I speak, not because our school is behind others in this respect, but because I should like to see it excel others in the matter of chirography as well as in all other branches. Might not the Board with advantage consider this suggestion. 2nd. In relation to the ward schools, I have but little to remark. Generally speaking, they are efficiently conducted, although the king's ward school, and the junior division of that in the east ward, have impressed me most favorably. In both of these, however, the labour is too great to impose upon any one teacher, as proved by the fact that in both of them, the teachers are suffering from over exertion at the present time. In several of the ward schools I have heard complaints on the part of teachers of deficiency of school apparatus and books; but I am sure this has arisen from inadvertence, and will be at once remedied by bringing the matter under the notice of the Board. 3rd. Of the separate school I need only say that I have visited it several times, and regard it as conducted with much efficiency, the number of names on the registers of its three departments during the year having been 249. The average attendance I have not been informed."

107. *The Reverend George Bell, B. A., Clifton.*—"There are few, if any children not attending any school, but there are many who are very irregular in their attendance. This may result from various causes, as carelessness of parents and children, poverty, requiring work from children, want of proper clothing, or, at some seasons, prevalent sickness. The revised programme is used by the County Board. The most of the examination is written and the questions are printed. The library belongs to the Municipality, and is kept by the Town Clerk, in the Council Room. It is open and free to all the inhabitants. The books are covered, labelled and numbered, and the regulations for school libraries are observed. During the year 1861, the number of separate volumes taken out amounted to 1662. The books of lighter character are more used than standard works on history and science; yet, unquestionably, the library is doing good, both in fostering a taste for reading and directly furnishing useful information. The distribution of prizes at the Christmas Examination, (intimated four months previously), stimulated the pupils in many instances to greater diligence and studiousness; in the case of many who had no expectation of receiving a prize, it probably had a good effect. In addition to the small parcel of prize books obtained by the trustees from the Depository, Joseph A. Woodruff, Esquire, sent a donation of handsome volumes which were also distributed. The school has been kept open the whole of the legal teaching time of the year, under the teachers, whose former character and standing have been fully maintained by the manner in which they have conducted the school during the year just closed. I am happy to observe that in every one of the important particulars of attendance of pupils, number of visits made to

the school, arrangement of studies, and steady progress of the pupils in the course of instruction pursued, the past year shows a real improvement over any previous one. The past year has continued to illustrate the success of the free school principle."

108. *The Reverend Hugh Campbell, Cornwall.*—The last examination of the schools here, elicited the admiration and unqualified approval of the large and influential company of visitors present. The healthfulness, good order, the moral and intellectual improvement made by the scholars, evinced great care, tact and ability on the part of the teachers, calling forth the encomiums of their parents and friends. I am happy to bear testimony to the very efficient condition of the schools. They were never in better working order, or better entitled to the confidence of the community than at present. The people return intelligent men as trustees, who second the efforts of the teachers in a very creditable manner. Means are being employed to secure as high a condition of efficiency and completeness as can be obtained, so that a decided advance will be made every year. The library is doing good service in the cause of moral and intellectual progress. I believe that the youth are acquiring a taste for good reading which will bear influentially and decidedly on their character and conduct in the future. From all the appliances brought to bear on the formation of the character and habits of our youth here, I predict for them a useful and honorable future. Accept my sincere thanks for the regular and welcome supply of the *Journal of Education*. I could not very well do without it now, I find it so useful and interesting."

109. *The Reverend W. A. Caldwell, Dundas.*—"It has been attempted to give weekly instruction by the various ministers within the municipality, with one exception, and his opposition is so influential that the attempt did not succeed. We have no school library. We distributed no prizes in 1861, contrary to what the children were led to expect when the distribution took place in the previous year. The simple fact is, we have a number in our Board who care little or nothing for the interests of education, and whose sole aim seems to be to get rid of an educational establishment altogether, for what reasons perhaps the parties themselves know; probably to get rid of taxation to the amount required for the schools. The non-distribution of the expected prizes has had a very marked effect for evil. I regret that the schools are not, by any means, in the state of efficiency that they might be. This I attribute mainly to the frequent changing of teachers through private, personal pique towards good, zealous and efficient men, and regard for others whose qualities, if so good, remain to be proved. I may again remark that the disappointment consequent on the non-distribution of prizes had a very injurious effect, so much as to lead all the children to feel, and many of them to express the feeling, that they could not place confidence in the inducements to diligence held out to them by the Board. The Grammar School is doing better since the commencement of 1862, being conducted in a separate room from the Common School, and altogether under the eye of the head master. While the higher branches of the Common School were taught in the same room with the Grammar School under a separate master, the boys were led to suppose that there were two authoritative heads, which led to some confusion."

110. *The Reverend James Nisbet, Oakville.*—"The Grammar School department of the Union School furnishes a separate report. The results of the year's work in that department I regard as highly gratifying. In the Common School report a full separation from the Grammar School department is observed, so that they are entirely distinct from each other. The union has all along worked most harmoniously, and with great advantage to both departments. The Grammar School master is at the head of an entire academy. In the Common School department the free system seems to give general satisfaction. It appears from the report of the Separate School that the free system has been adopted in it also. In the Union School there is no direct religious instruction given beyond the religious exercises at the opening of school each day, which are conducted by the head master in the presence of the whole school. They consist of scripture reading and prayer. The school library has been procured chiefly by the Grammar School department from the proceeds of public exhibitions, at which a small charge was made. The books are covered and the circulation is good. The pupils seem to take much interest in them, and I am satisfied that they must have a healthy influence on the community."

generally. There are nearly 462 books on the catalogue. The prizes given in the Union School consist of certificates and honor cards, which, in my opinion, are preferable to books: they excite emulation, and are not so productive of envy and strife as the giving of books. You will observe that the Grammar School department has produced some gratifying fruits, as shown by the university examinations."

111. *The Reverend W. S. Griffin, Paris.*—"Our schools are very efficient and doing well."

112. *The Reverend James Douglas, A.M., Peterborough.*—"I am glad to say our Union School has increased its attendance, and made some progress in its studies during the year. The principal, Mr. Dunn, is very zealous in improving the programme of the school, and the teachers generally seem to desire the practical execution of it. Yet there is not altogether a well digested system in operation up to this time, which the frequent revolutions of the Government tend to retard, if not altogether prevent. An able classical assistant has been engaged for the Grammar School department. Two very efficient female teachers have removed. It appears to me that greater permanency in the appointment of teachers, and larger confidence reposed in the principal, after making a judicious selection, would tend to promote the ultimate success of the classes. The Separate School continues to be ably conducted notwithstanding some disturbing elements. The County Board examinations are to be improved on the ensuing occasion by being conducted in the Union School. But unless papers are prepared in Toronto and sent over to the counties, as in the old country, it will be impossible for the County Board to do so for itself, in consequence of the small number required. As Local Superintendent I perform my duty as lecturer, and attend the meetings of trustees, which I regard as only due to my zeal for the interests of education in the town of Peterborough. I regret that the Union School report is so late in being sent in, and scarcely quite complete; but it appears that in towns this is the duty of the Secretary of the Board, and not of the Local Superintendent. This, I beg respectfully to suggest, is a defect in the law which needs immediate remedy, as well as the mode of reducing the number of school trustees in case of a union with the Grammar School, which, as it now stands, is inconsistent with a just representation of the town at a Board meeting."

113. *The Reverend David Walker, Sarnia.*—"We have no school library, and I fear, no proposals for getting one. The discipline is very much parental—strict in the majority of cases, but kindly. The Bible or Testament is read morning and evening as a devotional exercise; but this I think is the whole of the theological instruction given in the schools. At the beginning of this year Lennie's Grammar was discarded for Morse's, and I hope that after the teachers have begun to feel at home with the new book, it will give us a more complete and philosophical view of grammar. I have great pleasure in reporting favourably of the schools under my charge."

114. *The Reverend D. W. Rowland, St. Thomas.*—"The teachers of this Central school are in the daily habit of perusing a portion of Scripture, and reading one of the prescribed prayers, before attending to any branch of instruction, the pupils evincing due decorum at the time. The revised programme for County Board examinations is observed, and the questions printed. I am not aware of any reason which can be assigned, why this town should contain 50 children who attend no school whatever, but the apathy of parents or guardians, as, were they truly indigent, tuition would be imparted them free of charge. I have adhered through the past year to the plan of paying the school a monthly visit, delivering a short address, bearing a moral and religious phase—founded generally upon the part of the Scriptures which had been read, and concluding with an extempore prayer; and I feel persuaded that this is obligatory upon and while holding the office of Local Superintendent."

XL. THE VILLAGES.

115. *The Reverend James Douglas, A.M., Ashburnham.*—"In reporting upon the Village of Ashburnham school, I may state that the school continued to be crowded to excess, and to be very zealously and efficiently taught until some difference between the teachers and the managers arose, which resulted in a change of teachers at the end of the year, very much

to my regret. This is just one of those glaring illustrations of the fickleness of popularity, which led the British people to put checks on the popular impulse, that the nation might be governed solely by the popular conscience; and which I trust will also lead to the introduction of some similar check in the regulation of schools in this Province. The new teacher is going on quietly in the school building, while the former one has gone to increase the number of our private school teachers."

116. *The Reverend C. E. Thomson, M.A., Elora.*—"So far as I can judge the attendance at the common schools is very satisfactory. There has been a great deal of sickness for some months past amongst the children of this section of country. This has doubtless caused some irregularity. I see in the report one or two questions proposed with reference to the religious management of the schools. In the boys' school there does not appear to be any regard paid to any permission which may exist for the introduction of a slight religious element into the proceedings. Prayers are said in the girls' school, and the Bible or Testament is used, to what extent I am not aware. I do not think anything is done, or is ever likely to be done in the way of religious instruction by ministers of religion under a provision which only permits such of the pupils to attend their teaching as choose to remain confined after school hours. Clergymen can generally find a much better and more independent method of training among their congregation. I am happy to be able to speak with satisfaction concerning the library, which is open to the public, and appears to be well kept and a good deal used. I believe that the judicious and impartial distribution of prizes within the limits of each school is calculated to produce a beneficial effect."

117. *A. D. Fordyce, Esquire, Fergus.*—"I regret, that in comparison with former years progress does not appear to have been attained, in point of actual attendance at the schools. It is true that a Roman Catholic separate school has been in operation, but the attendance has not been large at it, nor can it be expected to be. The teachers of the common schools have not been deficient in respect of their duty; on the other hand, I consider that they deserve praise, but the reason mentioned in my last report, as, whether right or wrong injuring the schools, have not been wholly removed; and while the female private school last year in operation, has not been so since April, and most of the scholars attending it may be found at the common schools, another private school with an attendance not far short of either of the common schools has been carried on and still is, by a male teacher, energetic and popular, although without some of the educational advantages possessed by the others, and this school in all probability will be supported unless some alterations are made by the Board of Trustees to meet what appears to be the general desire of the community. In the meantime there continues to be a senior and junior common school; the former under the charge of a male, the latter of a female teacher, both holding Provincial certificates. Respectable progress, I believe has been made by the scholars attending the schools; considerable emulation has existed, and I hope that another year will afford on the whole more cheering reports. The library has not been neglected, and its influence although perhaps not directly perceptible, I cannot but think has been good. The attendance has to some extent been affected by the prevalence of measles in the place and neighbourhood."

118. *John Burchill, Esquire, Chairman. Board School Trustees, Merrickville.*—"You will observe by the report that there was not a child of school age in the municipality who did not attend school (except the 17 Roman Catholic separate school supporters). This must be attributed to the free system adopted by the Board, which, I am happy to say, will be the case this year also. It is true that those having large properties will have a large amount of school tax to pay, but, being in possession of this world's goods, they will not grumble to pay something for the education of their less wealthy neighbours."

119. *N. P. Stephens, Esquire, LL.B., Mitchell.*—"No grammar or other high school is as yet established in this village. The Common School has for many years been maintained in a very efficient state; and has been deemed sufficient to meet the requirements of the people. There are, however, I think, two private schools for girls and small children in the village; but I have no means of ascertaining the attendance at either. There are four Sunday school libraries in the village connected with the various bodies of Christians, and here is a large and very well selected library in connection with the Mechanics' Institute.

The books belonging to these libraries are very generally distributed among the families of the village and neighborhood, and to this circumstance, I have no doubt, is to be ascribed the fact that no steps have hitherto been taken towards establishing a common school library here. I have great pleasure in being able to report the continued and increasing efficiency of our schools, under the superintendence of the present masters, who, I am happy to state, have been re-engaged for another year with a considerable increase of salary to each. The attendance during the year has been good, and the progress of the pupils, as evidenced by the examinations passed at my visits to the schools, highly satisfactory. Indeed both teachers seem to combine, with the power of attracting the attention and engaging the affections of the pupils, that happy faculty of implanting in their minds a thirst for knowledge, which, more than any amount of book learning, is, I think, a teacher's highest qualification, and the surest guarantee of his success. In the senior department, in which more attention can of course be paid to discipline than is possible among the children of the junior department, I am happy to be able to report a very marked improvement during the year, in the enforcement of good order among the pupils. The trustees have this year, for the first time, laid out a considerable sum in presents, which were distributed (one at least to each pupil) at the last half-yearly examination. If continued I have no doubt that the influence exerted by this means will be eminently beneficial; but sufficient time has not yet elapsed to enable me to pronounce with anything like certainty as to the effects actually produced. Before the end of another year I hope the trustees will have made such an advance in the good work begun as to have formed at least the nucleus of a common school library. The schools during the year, as for many years past, have been entirely sustained by taxation, and were, to all intents and purposes, free to the poor. Indeed no attempt at returning to the old system of rates would, I think, have the least chance of success. Free schools have become an established institution among us, so much so that for several years the annual school meetings have gone by without any attempt having been made to return to the old system."

120. *The Reverend W. D. Lauder, L. L. D., Napanee.*—"With regard to the Napanee Common Schools, I have to report that we have passed through a favorable year. The attendance has been good, the teachers diligent, the trustees watchful over their interests, and what more could we wish. The number of children absenting themselves from school is less than is usually found in villages, I am sure. We admit all who cannot pay, free, in fact we are so liberal that we think we might as well adopt the free system altogether; and in all probability will do so next year. The schools are well supplied with maps and other requisites; and books to the amount of \$50 were distributed as presents among the children at Christmas, by way of encouragement. It would be strange if the young ones did not improve under such favorable circumstances."

121. *The Reverend George W. Colston, Oshawa.*—"Our village schools are doing well, and there seems to be a growing interest towards educating the masses of youth heretofore not manifested. The demand for teachers competent to create a thirst, an insatiable craving for knowledge, to give animation to study and make it a pleasure, is on the increase; and I sincerely hope that the time is not far distant when men of enlarged and liberal minds, men of purest morals and cultivated intellects will be induced to engage in the high and holy calling of training and directing aright the minds and faculties of the youth of our beloved Province."

122. *The Reverend Francis W. Dobbs, Portsmouth.*—"I am happy to inform you that our school this year has been very satisfactory. Our present teacher has had the management of the school for many years, and he is a most efficient one; and I think the trustees have shown their wisdom in appointing him to the important office. The attendance has been good, and the distribution of prizes has given much encouragement to the children. The revised programme has been adopted, and the plan of printed questions used. Religious instruction is given frequently in the school, as all are Protestants and willing to receive it, and the school is opened and closed with reading and prayer. I should be glad to see a public library established in this village in connection with our schools, and hope to press the subject upon the attention of the trustees and inhabitants

generally. On the whole we have reason to be satisfied with the past, and find encouragement for the future."

123. *Otto Klotz, Esquire, Preston.*—"Domestic duty is the cause of non-attendance. As to religious instruction, the minister of the Lutheran Church attends schools weekly, principally assisting the German teacher in the reading classes. All the people are not of one creed, but good morals are inculcated by the clergyman and teachers. The programme for County Board examinations is observed, and the questions are printed. During the last two years in particular the Board has endeavored to raise the standard of the teachers in the County of Waterloo, by the selection of a variety of test questions, and the result has been satisfactory. The candidates for the last examination (in December) plainly proved that before they appeared for examination, they had prepared themselves by a continued study in full anticipation of the task they were about to undertake. The library books are covered, labelled, and numbered, and the regulations are entirely observed; fines are imposed on defaulters, though some remain unpaid. The influence which the library exerts is not so good as might be desired. The inhabitants are principally composed of a class of men who have received but a limited education, and are consequently unable to understand the larger portion of the reading matter in the books of the library. Among the Germans, who compose about three-fourths of the population, the majority of the adults can only read German, and therefore to them the English books are of no benefit; while the stock of German books in the library consists principally of the standard works of eminent men, whose writings are frequently beyond the comprehension of the so called 'common man.' Several attempts which the Board has made for procuring a stock of books more suitable to the inhabitants of Preston, have been without success. The influence exerted by the distribution of prizes at the summer examination has been very encouraging. So soon as it became known among the pupils that prizes were to be given at the ensuing examination, they became more attentive to their studies, they attended school more regularly, and at the examination showed a marked proficiency in the various branches of education. Moreover, the distribution of prizes having given general satisfaction without causing any discontent, and thereby proving that the several awards had been made judiciously and properly, has had a beneficial influence upon the pupils in general and all are anxiously waiting a repetition."

124. *The Reverend William Aitken, Smith's Falls.*—"I have not much to offer by way of general observation, concerning our school, in addition to my remarks of last year. As I then stated, while the recommendations of the Council of Public Instruction are followed in the opening and closing of the school with prayer, no direct religious instruction is attempted. The consequence is that some of the pupils receiving no such instruction elsewhere, are growing up in entire ignorance of the Word of God. In the course of the past year, advantage has been taken of the school library to a considerably greater extent than during the year immediately preceding, but as I have formerly had occasion to mention, the number of other libraries in the village render it impossible to determine the specific influence of the library connected with the school. I regret being unable to speak in the same unqualified terms as before, of the good effect produced in the minds of the pupils by the awarding of prizes. Through some perverted operation of this means of influence, it would seem to have awakened in not a few, rather a selfish eagerness to obtain the promised rewards on any terms, than a healthy and generous spirit of emulation. On the whole, however, while the attendance at the school has increased, so I have no doubt that there is also a gradual improvement in other respects."

125. *William Hope, Esquire, Streetsville.*—"The general regulations in regard to religious instruction are followed. The examination of teachers by the County Board is conducted in conformity with the revised programme and the questions are printed. The books in the school library are all covered, labelled and numbered, and the regulations are observed. The reason why prizes were not awarded to meritorious pupils at the last examination was because the Board of Trustees had forgotten to make the necessary appropriation to purchase them. A resolution, however, was passed at the annual school meeting, recommending the Board to appropriate \$20.00 for the purpose referred to which they will unquestionably do at their next meeting; soon after which, the books will

be procured at the Department, and their proper distribution made to the pupils. I am well satisfied from what I have observed that the school library is exciting a most beneficial influence, not only in its immediate tendencies, but in producing and increasing a taste for reading works of a higher literary and scientific character. The proportion of 93 out of 353 children, between the ages of 5 and 16, who do not attend school, may be considered large, but it must be attributed to causes, in many respects, over which the trustees can exert no control. It can only be regretted that such indifference to education should prevail in a community otherwise so enlightened."

126. *James Whimster, Esquire, St. Mary's, Blanchard.*—"We have distributed no prizes. Some years ago, the Board of Trustees distributed prizes, but this seemed to create a jealous or angry feeling, and the practice was discontinued. The general regulations with regard to religious instruction are followed, and, I believe, with good results. With regard to the Annual Report of the Grammar School Trustees, I have very few remarks to make. Many of the more intelligent class here, are warmly in its favor, while we have some, on the other hand, who are opposed to it, yet during the half-year of its existence, it seems to have made considerable progress."

127. *J. Stoughton Dennis, Esquire, Chairman Board Grammar School Trustees, Weston.*—"I have the honor to forward you the official reports of the Weston County Grammar School for the last half year, and in doing so consider it, only just to the school and the manner in which it is conducted by the head master, Mr. Logan, to refer to the fact that although the aggregate attendance, as will be seen, is less than shewn by the preceding half-yearly report, the actual number of grammar school pupils is considerably greater than during the former period referred to. The decrease in the aggregate attendance is, no doubt, correctly accounted for in the note made by the head master, that is to say, it is to be attributed to the very general prevalence of measles in the school and neighbourhood during the past fall. So far as relates to the state and prospects of the school, it is the conviction of the trustees that it is progressing steadily, and is obtaining an excellent and popular character in the county, under the management of the Reverend Mr. Logan, the esteemed master. I would beg to call your attention to the financial statement shewing the amount of debt upon the trust for a building and master's residence, and to ask you, respectfully, not to abate the efforts it is well known you have for some time been making to obtain such Legislative enactments as will relieve grammar school trustees from the unpleasant and anomalous position they are in, and enable them, when necessary, to raise money by municipal assessment or other means for all essential purposes connected with the schools. It is quite unnecessary to say to you, sir, that however great the efforts made by the masters and trustees of any school to obtain for it a high character, it can only be made of comparative value as an educational institution so long as it is subject to be weighed down by a heavy debt, for the removal of which, or for the raising of any money whatever, for necessary purposes in connection therewith, the trustees are perfectly powerless. Independently of this, the position of the trustees, in cases where it has been necessary to incur a debt for school buildings is, for the same reason, a most invidious and embarrassing one. I trust that at the next meeting of the Legislature you will be enabled to obtain justice for the grammar schools in this vitally important matter."

APPENDIX B.

THE GRAMMAR SCHOOLS OF UPPER CANADA.

INSPECTORS' REPORT UPON THE STATE OF THE COUNTY GRAMMAR SCHOOLS OF THE EASTERN AND PART OF THE WESTERN SECTION OF UPPER CANADA, FOR THE YEAR 1861.

[By the Rev. Dr. Ormiston.]

SIR,—In addition to the report upon the condition and management of each of the Grammar Schools visited by me, which I have already transmitted to you, I beg leave to add the following observations based upon the facts which that report records. In view, however, of what I have already written in my previous annual reports on each of the

topics connected with the management and proficiency of the Grammar Schools, and referring to the excellent reports of the other inspectors, I shall content myself at present with a few paragraphs.

And, in the first place, I cannot refrain from expressing the deep satisfaction with which I mark the onward progress of our country in educational matters—a subject of honest pride and high hope to every leal hearted Canadian; for, while we are not blind to existing defects and profoundly conscious of what still remains to be accomplished, it is most cheering, amid many discouragements and partial failures, to know that in patriotic and efficient provision for the education of her youth, Canada is second to few, if to any, even of older and richer countries. To yourself, sir, this must be peculiarly grateful having devoted so many years and so much well-directed energy to its accomplishment. Nor will you fail of your reward; future generations, enjoying and appreciating the advantage of a liberal system of Common Schools, will gratefully remember the name of him who labored so earnestly to introduce and establish it. Our education system in all its departments, from the Primary and Common Schools to the Provincial University, not only receives the liberal support and enlists the hearty sympathies of our citizens, but arrests the attention and commands the respect of people of other lands; and should the improvement in the past be an indication of our progress in the future, we may hopefully anticipate a high and happy destiny for our youthful Province.

School Houses.—A most marked and gratifying improvement is made every year in the accommodations and conveniences supplied to the schools; old houses are repaired and refitted, or new ones built of a superior character, as respects material, style, accommodation, and external surroundings. Not a few houses are now enclosed by a neat, well-painted fence; wells, sheds, water closets, and play-grounds provided, and the grounds tastefully laid out and planted with flowers, shrubs and trees, or neatly covered with green sod, all forming a striking and pleasing contrast with the lone 'bleak house' on the hill, unsheltered, unprotected, and unadorned, which was formerly so ruefully common, and is in some places sufficiently common still. Nor is the change for the better less obvious within: rooms large and lofty, walls covered with blackboards, maps, charts, and object lessons—seats and desks firm, clean and comfortable—are now taking the places of the narrow, low, crowded apartment with its long, high, backless forms and rickety well-whittled desks. In some cases still, however, there is much need of immediate improvement; the houses are unsuitable, inconvenient, and ill-adapted to the purposes to which they are applied, and a few of the schools are kept in rented premises temporarily fitted up. It is much to be regretted that such places as Ottawa, Brockville, Port Hope, Toronto, London, and Goderich, have either no school-house at all or one in a state of deplorable delapidation and dangerous decay.

Scholars and attendance.—There is a great and gradual increase in the number of pupils attending the Grammar School, and this is especially true of the more advanced classes. Many more than formerly take the whole course of study prescribed by the Council of Public Instruction, and not a few of them are regularly classified according to that programme; and the number of students sent up for matriculation in the various Colleges and the University is yearly increasing; and in a few of the schools I found students of the *first* and *second* year of the University course reading the appointed work for their respective years. As a whole the scholars are taking a higher stand in point of scholarship.

It will be seen by a reference to my special report that with some noble exceptions the attendance is reported as irregular, and that it varies much with the seasons of the year. This is perhaps to be expected, especially in agricultural districts, but it is not the less to be regretted and if possible corrected. Irregularity in attendance is a serious evil and inflicts a grievous injury upon a school; an injury borne not only by the absentees but shared by the whole class, which is thereby interrupted and retarded in its progress. The time of the teacher is unduly occupied in frequent repetition of the same directions or explanations, or in imparting individual instruction; and the progress and proficiency of those whose attendance is punctual and regular is thus lessened, which soon leads to dissatisfaction on the one hand and discouragement on the other. The only remedies

in the circumstances I can here suggest is: that the teacher should seek to render the school-room attractive by proper attention to its exercises and discipline, and to awaken in the minds of his pupils a healthy emulation and a generous enthusiasm. The influence of the teacher in this respect is very great; some teachers, and I mention it to their credit, never need to complain of late or irregular attendance: and also that parents should make arrangements for sending their children every day while their name is on the school register, and never detain them without the strongest reason. Irregularity of attendance furnishes one of the strongest objections which is raised against the free school system; as if the privilege was not prized because not directly personally paid for.

In some places where the attendance of Grammar School pupils is reported as very small, the real reason is that there are few who are sufficiently advanced to enter such classes, or who have the desire to prosecute the study of classics even if able. And it certainly may be questioned whether a good efficient Common School is not all that is required in such localities.

The establishment of a Grammar School in such a locality is generally owing to the influence and exertions of one or two individuals, actuated by the laudable desire to secure the advantages of a higher school for their families, to obtain which they must otherwise send them from home to school. Schools thus prematurely opened, thinly attended by advanced pupils but crowded with children in all stages of advancement; the aid received from the public funds very limited; the salary of the teacher low and his qualifications probably proportioned to his remuneration, cannot be expected to stand high in excellence or proficiency, or in the public favor; and yet work is done in them which would not elsewhere be accomplished. Such difficulties will always occur in every liberal system, amid a sparse rural population.

Teachers' salaries, &c.—The great desideratum for the further progress of our schools is a staff of intelligent, well-qualified, faithful, well-trained teachers, men who purpose to make the profession of teaching the labor of their lives. So long as young men make teaching the mere stepping stone to aid them in attaining some other position, or assist them in acquiring some other profession, the schools must suffer from ceaseless mutation and frequent mismanagement. Something more is needed than the minimum amount of information to fit any man for the work of the school-room. There must be a natural aptness, a strong liking, and a special training for that work; a good teacher should not only thoroughly understand the subjects to be taught, but should also be familiar with the best and most judicious methods of teaching them; and further, he well acquainted with all the best and most approved systems of classification and discipline. Locke thus describes a good teacher: "He that has found the way to keep a child's spirit easy, active and free, and yet, at the same time, restrains him from many things that are uneasy to him; he, I say, who knows how to reconcile these two seeming contradictions has, in my opinion, the true secret of education." It clearly does not follow that because a young man graduates even with honors at a University, that he is therefore fully equipped for the immediate discharge of the duties of the school-room. It is highly desirable for all, and quite indispensable for most, who propose to follow the profession of teaching that they should receive special training for it. The Model Grammar School and its special class for teachers in training, together with the Normal School will, it is hoped, exert a highly beneficial influence in this respect. The salaries of masters vary from \$500 to \$1200; the average salary is about \$700 per annum. A good, experienced, successful teacher will always receive a fair remuneration and command universal respect. Some say that the proper means to raise the status of the teacher is to raise the salary; I would add that one of the most efficient methods of securing a permanent increase of remuneration is higher qualifications for the work. A really good teacher is not too high at any reasonable salary, a poor one is costly at the lowest rate. I may state, from a wide and lengthened observation, that seldom does a true teacher fail either in obtaining employment or in securing a reasonable remuneration.

There is a very general compliance now with all the rules and regulations published for the management of these schools, and a greater uniformity in the use of books as well as in the books used, is obtaining everywhere.

In conclusion I would simply refer to the use made of the Meteorological Instruments;

in a few cases the observations seem to be taken with regularity and punctuality, but this is not the rule. Some masters, as at Perth, neglect to take them altogether. In my opinion it were better that only a few, say not more than twelve, localities were selected where the observations should be taken, and means used to secure accuracy in so doing. The results I feel confident would be more valuable than those ever likely to be obtained by the present method.

Expressing the ever-deepening conviction that I entertain, that our school system requires only time and such slight modifications as experience may suggest, to render it all that the present state of our country demands, I beg leave to subscribe myself,

Yours most respectfully,
(Signed), W. ORMISTON.

Inspector of Grammar Schools.

The Reverend E. RYMERSON, D.D., LL.D.,
Chief Superintendent of Education, U. C.

INSPECTOR'S REPORT UPON THE STATE OF THE COUNTY GRAMMAR SCHOOLS IN THE
WESTERN SECTION OF UPPER CANADA, FOR THE YEAR 1861.

[By the Rev. J. Ambery, M. A.]

SIR,—In presenting my report upon the state and working of the Grammar Schools in the western section of the Province, which it was my privilege last year to inspect, I find subject for great congratulation in the more general appearance of efficiency springing from the moral and material causes at work therein, now bearing in some cases rich and ripe fruit, in the palpable advancement of sound learning, a higher culture, a more earnest and awakened appreciation of that harmonious training of the faculties—mental, moral and physical—which the matured and well-digested system adopted by your Council for their management and instruction cannot fail to insure.

Several of these schools are in the hands of gentlemen earnestly devoted to the cause of education, of great administrative talent, and of advanced scholarship.

In not a few it was with no small satisfaction that I observed the method, system and regulations of the Model Grammar School carried out, either without change or in a form so modified as to suit the particular locality and the peculiar circumstances in which they were applied. The wisdom that appointed this school as the culminating point or coping stone of the Grammar School system of the Province is already and appreciably making itself felt. Carrying out its aim and natural function of presenting in practice and actual working to the intelligent observer a system in which, along with those of our more experienced Canadian Grammar School Masters, the best points of the English, German, and American educational theorists have been embodied and placed in harmonious correlation; it enables the youngest tiro in school management to commence with a symmetrical and perfected method of instruction and organization, which the experience of years of un-informed and mere personal effort would never have attained to. It is thus then that your Model school is destined, by laying down and exemplifying certain broad though definite and fixed principles and aims, to supply an acknowledged want by giving intelligent purpose and aim to mere random and desultory effort, and a regulative central unity to a system before irregular and varying according to the caprice of the individual teacher. Broad though definite principles—for it is not its purpose to interfere with what naturally and spontaneously suggests itself as requisite to meet particular exceptional cases, or to cramp, by too closely formulating, the free action of individuals. And although the attendance at this institution of Grammar School masters has hitherto been large and satisfactory during the periods at which they can leave their own schools, and a special interest has been displayed by them, still I would recommend all Boards of Grammar School Trustees, when appointing a master, whether he is about to engage for the first time in scholastic duties or has had previous professional experience, to insist on his spending such time in the Model Grammar School as would allow him to gain an intelligent insight into its working and system.

With reference to the material obstacles which prevent the natural and legitimate development of our Grammar School system, stunt its growth, and cripple its usefulness, your inspector must again bring under your notice the unsatisfactory method provided by law for the raising of funds. There is no more constant demand made by the Boards of Trustees than for a change in this respect; and there is always expressed a strong and earnest hope that, though the Bill of 1860, which would have placed the matter on a more satisfactory basis, was withdrawn, the Department will still endeavor to obtain from the Legislature some improved measure regarding this vital point. Many gentlemen, who take the warmest interest in the success of these schools and in higher education generally, assured me during my tour of inspection that beyond this year they could no longer allow themselves to remain members of the Grammar School Boards, where the responsibilities imposed upon them were definite and clear, whilst they found their hands tied and themselves totally helpless to make the slightest material improvement. The withdrawal of such men as I have mentioned would leave the management of our schools in the hands of those who are anxious to hold the post of trustee as representatives of mere political or denominational interests. Our Grammar Schools, in analogy with the Gymnasias in Germany, and the Grammar and Middle-class Schools in England, have their place and function, and these by no means the least important, in the organized educational system of the Province. They stand between the Primary School and the University, as necessary to the complete development of the one, and absolutely indispensable as its natural feeders, to the existence of the other; nor can we expect our Universities to flourish whilst our schools are not effectively worked. All are integral component parts of one organic whole. The only anomaly is in respect of funds. The Primary School is so closely and harmoniously linked with our municipal institutions that its expenses are cheerfully borne and amply provided for. The University rests on its own magnificent endowment. It is not that the school suffers only in respect of its material—in buildings, furniture, appliances, from the niggard dole meted out to it—but in what I consider of more importance, in the moral and intellectual calibre of the masters which so small a stipend can secure. The higher intellect and more educated will are naturally absorbed by those professions which offer the largest prizes, or at all events a competence and social status in the present and a fair prospect for provision for the future. The masters requisite for our Grammar Schools are men of large and liberal culture, who have taken the highest honors which our Universities can bestow; but these are not to be won over to the scholastic profession by a miserable pittance of \$600 per annum for the use of their best intellectual and moral energies during their prime, and a bleak prospect of poverty when such powers fail. Whilst dwelling upon this topic, I think I cannot do better than heartily endorse the following statement of a distinguished Canadian reviewer in the year 1856: "At present the scale of remuneration and the social rank awarded to the important class of functionaries to whom is entrusted the intellectual and moral training of the rising generation, reflects little credit on the Province. Setting aside one or two exceptional cases, the average pay of a Grammar School teacher is £175; that of a first-class Common School teacher ranges from £80 to £100; a second class teacher from £60 to £80; and a third-class teacher £45 to £60! Can it be expected that such salaries will engage the talent of the country in the all-important work of education, when the highest is not more than a clerk in a store would demand; while failing such prizes, so far as regards the remainder, a robust man may hope to make more by chopping wood? It ought not to be a matter of indifference to the people of this wealthy Province that those to whom is committed the intellectual culture of their sons and daughters, are struggling with the sordid cares which pecuniary pressure involves, and degraded by a social humiliation which it is impossible to disguise."

In the next place, I would recommend a thorough revision and limitation of the number of text books in use in our schools, and a greater uniformity in this respect. Here, certainly, a radical reform is necessitated by the acknowledged superiority of late of literature in this department. Minds of a higher order, clearer and more philosophic method, more exact and logical analysis, have been brought to bear on the preparation of school books within the last twenty years in Germany and England; and this has resulted in nothing less than an entire revolution in the method of instruction now adopted in those countries. To take one out of many instances: the method of teaching the

vernacular language universally prevalent in Germany and in Her Majesty's schools at home is that of Bekker, re-produced in an English form in the admirable manuals of T. Kerchever Arnold, P. Mason, of University College, London, and Her Majesty's school inspector, J. D. Morell. This last, I am glad to observe, has been stereotyped and put out at a low price by an enterprising publishing house in Toronto. By this method those invariable and permanent laws which underlie the periodic and logical structure of all organic speech, and which as the product of faculties of thought common to all mankind, must be universal and uniform in application rather than special and various, are taught, instead of the loose, illogical, and not rarely blundering syntactical definitions of Lennie or Kirkham. Whilst a lucid and natural system of the parts of speech and the simple elements of the sentence is substituted for the misleading terminology derived from the Latin grammarians, and though strictly applicable only to a highly inflected language, transferred by Lennie and his school to the simple and sparsely inflected etymological forms of our English speech. What has been shown in this one instance applies in an equal if not greater degree to the Classical text books and manuals at present in more general use. I would recommend a thorough revision of such books; and that, to carry out this, your Council should authorize your inspectors, together with a number of the more able and experienced Grammar School masters of the Province, to prepare for your approval a list of such improved texts as the necessities of the country require, and which it would be practicable to introduce into our schools.

And here I would ask whether some uniform, general, comparative examination, and that annually, of all our Grammar Schools, or rather of such pupils as might choose to present themselves, might not be established with the greatest advantage to these schools themselves, and to the promotion of a more sound and critical scholarship in the country. The semi-annual examinations, conducted according to the discretion of the individual master, are certainly not without their value; but they are as a rule merely oral, and got up with a view, generally, of exhibiting the pupils in such a light as will please in their own respective localities; and I hold that such examinations have in them more specious show and superficiality than depth and solid worth. Such an examination as I have suggested would excite the greatest emulation throughout the length and breadth of the Province, would bring the highest school into competition with the lowest, would rouse to exertion those masters who in their present isolated positions in the more retired districts finding themselves without any objective standard by which to test their work and the want of an approving intelligent appreciation, feel themselves inclined to sink and take the lower tone and aims of a neighborhood it was their special duty to direct and elevate. If it be objected that these men find such a standard in the Universities, and that the success of their pupils in these higher seats of learning would rescue them from obscurity, I would observe that the mass of Grammar School pupils, and I am inclined to think also the most promising, do not find their way to the Universities at all. Whereas those persons who, after a competitive examination of the whole Province, distinguish themselves and prove themselves really worthy, might be aided to enter these higher seminaries by means of scholarships or exhibitions from their own counties, or the Province at large. Such examinations might be held simultaneously in the more populous centres, such as London, Hamilton, Toronto, Cobourg, Kingston, and Brockville, with uniform papers issued from and returned to a central examining Board. Such a system has now for several years been working with the greatest success and the most encouraging results, in England in the Oxford and Cambridge middle class examinations; and the details in the respective centres where such examinations are held, have engaged in hearty co-operation men of the highest position and influence, in rank, in the Church, the Senate, the Bar, the more liberal professions, and higher regions of Learning and Art.

I now come to what I consider the most important step which has yet been taken to give efficiency to the working of our Grammar Schools, and to correct one of its most acknowledged wants, a "regular supply of able and specially trained masters for our schools." I mean the establishment of the Normal department of the Model Grammar School. This idea, long ago projected, and recommending itself to the common sense of all, has now received its due development and actual consummation. Its first session has

been crowned with singular success. That some twenty students, and those mostly members of the University, have been attendants for a year upon the lectures of this department of the Model Grammar School, and received instruction and method in the specialities of their future vocation, is indeed matter of great congratulation. From this system as it continues, and when another year, with its additional experience, has given perfection, fixity, and symmetry of plan to the details of this invaluable branch, I augur the brightest and most appreciable results for the future of Grammar School education. And here I would make a few remarks on what I consider the object and aim of this institution, and its peculiar and legitimate sphere of action:—And 1st. Concerning the members of whom this training class should be composed. It should for the most part be composed of students of our University who have passed the examination for their B. A. degree, or who are in the latter years of their course. The Normal institution is not intended in any the slightest degree to interfere with or trench upon the functions of the University. It rather should postulate that a certain satisfactory stage has been reached in this as a primary condition of admission. The function of the University is to give a broad and liberal education, literary culture and general discipline of the intellect. That of the Normal School is to impart a special and professional knowledge, method in teaching, in classification and organizing. The perfect Grammar School master will be one, who, along with natural taste and qualifications for his calling, has taken the highest University honors—such especially are the men we should aim at winning into our schools—whilst he has received a thorough, special, methodical training for the scholastic profession. That our classes will be eventually filled with such men there is no reason to doubt. And the Grammar School Boards will presently, I feel confident, consider the certificate of attendance at the session of the Normal Grammar School department as necessary as the University degree, or certificate from the examining Board. That such is the opinion of our leading University Professors, and that the foundation of this institution is viewed by them with particular satisfaction, it gives me great pleasure to state. At the Convocation of University College in 1861, the learned President of that institution expressed his great approbation of this recent measure adopted by the Council of Public Instruction, as one which would remedy what he considered as vital defects in the Grammar Schools of the Province. And as early as 1856 Professor Wilson, than whom no one has displayed a warmer earnestness in the cause of the educational interests of this country, expressed himself in the following terms: “The next step must be to render it an indispensable qualification for the mastership of every Grammar School that its holder has taken his B. A. degree. By-and-by, and the sooner the better, this demand must be extended to the Common School teacher also; and this done, and their salaries proportionably raised, so as to render the appointments worth a man of education looking forward to as objects of professional ambition, then we shall be able to borrow a most important principle from Prussia, viz.: to make the appointments to the mastership of the Provincial Grammar and Common Schools the prizes of the most successful candidates for University honors. We have said nothing of the Normal School, but it is not because we undervalue the influence of that admirable institution. The function of the Normal School is to teach men to teach; but we should just as certainly demand of the B. A. candidate for a Common School teachership the production of his first-class certificate from the Council of Public Instruction, as we should require of him his diploma of M. D. if he were a candidate for a medical appointment.” If so much from the Common School teacher *à fortiori* from the Grammar School master.

My remaining remarks will be confined 2nd. to the special subjects of instruction as opposed to discipline, class-management and organization. This latter branch of method has been pointed out in what was said touching the Model School, and can only be taught as exemplified therein in actual practice and daily routine. This school is the natural complement of the institution, and an essential necessity, that our teachers under training may not be confined to mere vague theory. As far as instruction goes and its method, such matter as the literature of the special subjects which are by law enjoined upon our schools, ought to receive due illustration. But I would especially hope that the method of language-teaching may be here so imparted as really to make it throughout the length and breadth of Canada, what it has been esteemed in all ages, the best propædetic of the

intellect for the use of practical life, by the analysis of all the forms, simple and complex, in which the human intellect, will, and emotions find expression. What I may call the higher logic of grammar, the more complicated and involved periodic and syntactical construction, with its regulative laws, its particles, restricting, strengthening, modifying, by the finest touches drawing out all the hues and delicate shades and niceties of the most intricate and subtle thought; this, along with general classical literature, belongs to the University. There alone those higher authors are reached, in whose illustrations these points receive their due exemplification. What should receive in our training class the deepest attention, beside the simple construction of the sentence, is a philosophic and rational method, based upon a true philological induction, of teaching the ground-work of etymology, and inspiring life, intelligence and meaning into the bare inflection forms of the classical languages taught in our schools. The meaning of these forms, the simple organic laws which regulate them, the distinction between the material and formative elements out of which the parts of speech are composed, their proper natural classification, the true method of analysis in teaching, for instance, the Greek verb, with its fourteen hundred pronominal flexions, and its half-dozen euphonic laws, which reduce into system, symmetry and cosmos, what was before chaos, confusion and irregularity; all these and the like which comparative grammar has given us, and the methodical teaching of which is already firmly established in Germany and England, it is the especial province of our Normal School to teach. It is in teaching these that the life occupation of the master will lie. The University does not teach them, nor is it its function to do so. Beyond the flexion forms, and the general correlation of the languages taught, too much attention cannot be given to the real connection of roots of the Classical and Romance tongues and our own Gothic, all of which are required to be taught in our schools; nor ought the simple processes which guide their transition to be neglected. And again, to those who have not already attained it, the true method of instructing both themselves and their pupils in that real test of scholarship, composition, whether in prose or verse. This may be here begun, suggestions for its continuance given, and the reproach removed from our schools that in not more than four in Canada is composition in Latin carried beyond Arnold and the simple categorical sentence.

If then from our Normal School were carried into the Province such philological and scientific study of grammar, instead of the miserable empiricism which at present claims the name; if the ratio in which the teaching of grammar now stands to that of mythological, topographical, and archaeological allusions, all good in their way, but mere accidents to an analytical study of language, were inverted; if the use of encyclopedic editions, in which everything under the sun, but exact grammar, is brought to bear on the illustration of the author, were discouraged by our masters and our University professors; whilst simple texts, involving necessarily the use of the grammar and lexicon, were substituted; if, lastly, at the matriculation examination, which moulds in the highest degree the form of instruction in our schools and directs its aim, in addition to the other papers, one or two consisting of nothing but pure grammar were given, as is the case in our home Universities, the reflection upon our Grammar Schools, that they do not teach grammar, which it has been my lot for two successive years, at the annual Convocation of University College, to hear from the lips of the learned President, uttered in no unkindly spirit, and quite in harmony with my own convictions, would be at once and forever removed.

I remain, Sir,

Your obedient servant,

(Signed),

JOHN AMBERY,

Inspector of Grammar Schools

To the Rev. E. RYERSON, D. D., LL. D.

Chief Superintendent of Education, U. C.

APPENDIX C.

HOLIDAYS AND VACATIONS IN THE COMMON AND GRAMMAR SCHOOLS.*

"1. The hours of teaching each day shall not exceed six, exclusive of all the time allowed at noon for recreation. Nevertheless, a less number of hours for daily teaching may be determined upon in any school, at the option of the trustees.

"2. Good Friday, and every Saturday* shall be a holiday, as directed by the statute.

"3. There shall be two vacations in each year: the first, or summer vacation, shall continue for two weeks from the first Monday in August; the second, for eight days, at Christmas.

"NOTE.—In Cities, Towns, and incorporated Villages, the summer vacation shall continue four weeks, from the first Monday in August.

"Adopted by the Council of Public Instruction for Upper Canada, on 10th July, 1860.

"4. All agreements between trustees and teachers shall be subject to the foregoing regulations; and no teacher shall be deprived of any part of his salary on account of observing allowed holidays and vacations.†

"5. Union, Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools, as follows:

TERMS, VACATIONS, DAILY EXERCISES, AND HOLIDAYS IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

"1. There shall be four terms each year, to be designated the winter, spring, summer, and autumn terms. The winter term shall begin the 7th of January, and end the Tuesday next before Easter; the spring term shall begin the Wednesday after Easter, and close the last Friday in June; the summer term shall begin the second Monday in August, and end the Friday next before the 15th of October; the autumn term shall begin the Monday following the close of the summer term, and shall end the 22nd of December.

"2. The exercises of the day shall not commence later than nine o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours of daily teaching may be determined upon in any Grammar School, at the option of the board of trustees.

"3. Every Saturday shall be a holiday; or, if preferred by the board of trustees and head master of any grammar school, the afternoons of Wednesday and Saturday in each week shall be half-holidays. All days declared by law to be public holidays, shall be holidays in each Grammar School.

"4. The public half-yearly examinations required to be held in each Grammar School [by the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vic., cap. 63], shall take place, the one immediately before the Christmas holidays, and the other immediately before the summer vacation.

"Adopted by the Council of Public Instruction for Upper Canada, on the 26th day of December, 1854.

"Approved by the Governor General in Council, as intimated to the Chief Superintendent of Education, on the 15th day of February, 1855."

* Revised by the Council of Public Instruction for Upper Canada, on the 10th of July, 1860.

† The number of teaching days in the rural schools, in each month, for 1862, omitting the allowed holidays and vacations, is as follows:

(First half of the year.)

(Second half of the year).

January.....	22	July.....	28
February.....	20	August (Cities, Towns, &c., 2).....	12
March } As Easter is change- }	21	September.....	21
April } able, these will vary. }	21	October.....	23
May.....	22	November.....	21
June.....	21	December.....	17
Total.....	127	Total.....	117

APPENDIX D.

THE NORMAL SCHOOL FOR UPPER CANADA.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Vic., chap. 64, sec. 107, has granted to the under-mentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada :

"107. The Chief Superintendent of Education, on the recommendation of the Teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked ; but no such Certificate shall be given to any person who has not been a Student in the Normal School."

The Certificates are divided into classes, in harmony with the general programme, according to which all Teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate, according to the following form :

GRADE (A, B, or C,) OF THE FIRST (OR SECOND) CLASS.

Certificate of Qualification, Normal School, for Upper Canada.

THIS IS TO CERTIFY, That _____ having attended the Normal School during the _____ Session, 18____, and having been carefully examined in the several branches named in the margin, is hereby recommended to the Chief Superintendent of Education, as eligible to receive a First [or Second] Class Certificate of Qualification, as a Common School Teacher in Upper Canada, according to the "Programme of the Examination and Classification of Common School Teachers," revised by the Council of Public Instruction, on the 17th day of December, 1858.

Head Master.

Second Master.

IN ACCORDANCE with the foregoing recommendation, and under the authority vested in the Chief Superintendent of Education, by the 107th section of the Upper Canada Consolidated Common School Act (22nd Victoria, chapter 64).

[L.S.]

STANDING	
IN THE DIFFERENT BRANCHES—	
Number One being the highest.	
Spelling.....	.....
Reading.....	.....
Grammar.....	.....
Composition.....	.....
English Literature.....	.....
History.....	.....
Geography.....	.....
Education.....	.....
Writing.....	.....
Drawing.....	.....
Music.....	.....
Book Keeping.....	.....
Arithmetic.....	.....
Algebra.....	.....
Geometry.....	.....
Mensuration.....	.....
Natural Philosophy.....	.....
Chemical Physics.....	.....
Chemistry.....	.....
Aptitude to Teach.....	.....
Conduct.....	.....

I do hereby grant to _____ a First [or Second] Class Certificate of Qualification, as a Common School Teacher, of the grade and standing above indicated, which Certificate shall be valid in any part of Upper Canada, until revoked by this Department, [or for one year, as in the case of Second Class Certificates, Grade C].

Dated at the Education Office, Toronto, this [fifteenth day of one thousand eight hundred and sixty-one].

Chief Superintendent of Education for U. C.

Recorded in Certificate Register A of the Department, Number _____

Registrar.

Each certificate is numbered and recorded in the Register of the Department, in the following order :

Twenty-fifth Session.—Dated 15th June, 1861.

MALES.

First Class.—Grade A.
None.

First Class.—Grade B.

- 1245 Kidd, William (910, 1168.)*
1246 Mutson, Ebenezer (1076).

First Class.—Grade C.

- 1247 Barefoot, Isaac (1081.)
1248 Ede, Joseph (120.)
1249 Groat, Stillman Preston.
1250 McDiarmid, Donald (899.)
1251 McShea, Royal.
1252 Rowland, Fleaming.
1253 Young, Egerton Ryerson (1186.)

Second Class.—Grade A.

- 1254 Atkinson, Edward Lewis (920, 1164.)
1255 Brown, Alick Howard.
1256 Dunsoith, David.
1257 Foster Ralph (1186.)
1258 Henderson, Gregg (709.)
1259 McCally, Robert.
1260 McMillen, Malcolm Cameron (1096.)
1261 Meredith, William (1004.)
1262 Smith, Joseph Henry.
1263 Woodward, George Washington.

Second Class.—Grade B.

- 1264 Chisholm, James.
1265 Easton, Robert.
1266 Elliott, John Charles.

- 1267 Gott, Benjamin.
1268 Hammond, Joseph.
1269 Harper, William.
1270 Henderson, David.
1271 Hyde, Levi Thaddens.
1272 Johnson, Arthur.
1273 Lloyd, David.
1274 McDonald, Robert.
1275 McLennan, Andrew.
1276 Murdoch, Andrew.
1277 Neilson, William.
1278 Owen, John.
1279 Owen, William Jerrold.
1280 Perry, Robert Selby.
1281 Raney, William.
1282 Suddaby, Jeremiah.
1283 Vardon, Anthony Diaoc.
1284 Winans, William Henry Carsen.

Second Class.—Grade C.

(Expire one year from date.)

- 1285 Devlin, John.
1286 Howland, Francis Lamb.
1287 Jackson, Henry Harry.
1288 Murray, David Lovell.
1289 Reid, George.
1290 Rundle, Richard Folly.
1291 Taylor, Henry Goodwin.
1292 Windsor, Francis (726.)

FEMALES.

First Class.—Grade A.

- 1293 Kerr, Marion (1214.)
1294 St. Remy, Harriet Anne Angélique Le Livvre de (1207.)

First Class.—Grade B.

- 1295 Smith, Rachel Ann (943.)

First Class.—Grade C.

- 1296 Bishop, Maria Agnes (1223.)
1297 Ford, Julia Cadman (1146.)
1298 Turnbull, Jessie.

Second Class.—Grade A.

- 1299 Beckett, Emma (1232.)
1300 Beattie, Grace Shepherd (1251.)
1301 Bethell, Dorianda (1141, 1219.)
1302 Hanlon, Ellen Victoria (1225.)
1303 Laird, Jane.
1304 Turner, Elizabeth Ann (1229.)
1305 Wickson, Emma (1244.)

Second Class.—Grade B.

- 1306 Christie, Augusta.
1307 Christie, Caroline.
1308 Cumming, Margaret.
1309 Duck, Mary Jane.

- 1310 Graham, Adelaide.
1311 Grainger, Mary Jane (1052.)
1312 Guthrie, Grace.
1313 Hills, Isabel (1237.)
1314 McDougall, Catherine.
1315 McKellar, Catherine.
1316 Marshall, Agnes.
1317 Muir, Agnes Eliza.
1318 Muir, Orpha.
1319 Moffatt, Susan Wait (1289.)
1320 O'Flaherty, Anna Maria.
1321 Starratt, Hannah.
1322 Vining, Eusebia Bodwell.

Second Class.—Grade C.

(Expire one year from date.)

- 1323 Armitage, Margaret.
1324 Beam, Rebekah Ann (952.)
1325 Burk, Ada.
1326 Crawford, Agnes.
1327 Cruickshank, Margaret Fawns.
1328 Laidlaw, Janet.
1329 Lanton, Kate Simpson.
1330 Love, Mary Anne.
1331 McDougall, Elizabeth.
1332 Parrott, Amanda.
1333 Unsworth, Hannah Haselden.

* The figures in brackets indicate the number of a previous certificate obtained by the student named.

Twenty-sixth Session.—Dated 22nd December, 1861.

MALES.

First Class.—Grade A.

- 1334 Bell, Robert (1161.)
 1335 Brown, Alick Howard (1255.)
 1336 Dewar, Archibald (508.)
 1337 Ede, Joseph (120, 1248.)
 1338 Malloch, Donald McGregor (968.)
 1339 Moran, John.
 1340 Smith, Joseph Henry (1262.)
 1341 Tasker, James (889.)

First Class.—Grade B.

- 1342 Beer, William (1006.)
 1343 McColl, Hugh.
 1344 McPherson, Crawford.
 1345 Pearce, Thomas (799.)
 1346 Sinclair, James.

First Class.—Grade C.

- 1347 Bartlett, William Edward.
 1348 Bruce, William Fraser.
 1349 Cherry, William.
 1350 Elliot, John Charles (1266.)
 1351 Foster, Ralph (552, 1186, 1237.)
 1352 Grant, Robert (713, 792.)
 1353 Henderson, Gregg (709, 1258.)
 1354 McGregor, Norman R. (796.)
 1355 Murray, David Lovel (1288.)
 1356 Ross, John Cameron.

First Class.—Grade A.

- 1357 Bull, Corey.
 1358 Hicks, Henry Minaker (336.)
 1359 Hughes, Amos J.
 1360 Hughes, James Henderson.
 1361 McDonald, Robert (1274.)
 1362 McHardy, Norman.
 1363 McIntyre, Duncan.
 1364 McRae, Alexander (1105.)

- 1365 Nichols, Wilmot Mortimer.
 1366 Wood, Benjamin Wills.

Second Class.—Grade B.

- 1367 Bancroft, Asa Montgomery.
 1368 Cork, George.
 1369 Keam, Peter (1012.)
 1370 Kidd, Alexander Brown.
 1371 McDiarmid, Donald.
 1372 McDonald, Duncan Forbes.
 1373 Maloy, Hiram,
 1374 Meech, Thomas English.
 1375 Theal, Nelson.
 1376 Thetford, William Henry.
 1377 Vance, William.
 1378 Van Slyke, George Washington.
 1379 Warburton, William.
 1380 Wilson, Hercules.

Second Class.—Grade C.

(Expire one year from date.)

- 1381 Dewart, Samuel Henry.
 1382 Evans, Robert.
 1383 Fletcher, William.
 1384 Flynn, Daniel.
 1385 Fraser, Alexander.
 1386 Hicks, David.
 1387 Holmes, Robert.
 1388 McEachern, James.
 1389 McGregor, Charles.
 1390 McKay, Archibald.
 1391 Nash, Charles Walker.
 1392 Nicholson, Thomas.
 1393 Scott, James (Junior.)
 1394 Smith, Abram.
 1395 Troy, William Dennis.
 1396 Willis, Robert.

FEMALES.

First Class.—Grade A.

- 1397 Beattie, Grace Shepherd (1231, 1300.)
 1398 Turnbull, Jessie (1295.)

First Class.—Grade B.

- 1399 Beckett, Emma (1232, 1299.)

First Class.—Grade C.

- 1400 Boddy, Sophia Louisa.
 1401 Clark, Sarah Haley.
 1402 Guthrie, Grace (1312.)
 1403 Knowlson, Mary Isabella.
 1404 Lanton, Kate Simpson (1329.)
 1405 Reeves, Mary.
 1406 Starratt, Hannah (1321.)
 1407 Vining, Eusebia Bodwell (1322.)

Second Class.—Grade A.

- 1408 Collar, Leonora.
 1409 Griffin, Ellen (1236.)
 1410 Unsworth, Hannah Haselden (1333.)
 1411 Laidlaw, Janet (1323.)
 1412 McDougall, Catherine (1314.)
 1413 O'Flaherty, Anna Maria (1320.)

Second Class.—Grade B.

- 1414 Armitage, Margaret (1323.)

- 1415 Brundage, Candace.

- 1416 Clark, Annie.
 1417 Gibson, Rachel.
 1418 Hardie, Ellen.
 1419 Horner, Esther Anne Rogers.
 1420 O'Neill, Margaret.
 1421 Rogers, Jessie.
 1422 Saunders, Matilda.
 1423 Smith, Sarah.

Second Class.—Grade C.

(Expire one year from date.)

- 1424 Benton, Harriet.
 1425 Bethell, Maria.
 1426 Buik, Margaret.
 1427 Dean, Sarah Jane.
 1428 Graham, Mary Caroline (1235.)
 1429 Greer, Mary Anne.
 1430 Hemenway, Senia Amanda.
 1431 Jeffers, Emma.
 1432 Kane, Mary Ann.
 1433 O'Flaherty, Edith.
 1434 Parkhurst, Etta Cornelia.
 1435 Woodington, Minnie.

EXPIRED CERTIFICATES.

The Certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the Annual Report for 1860, a list of certificates not valid at the end of that year, was published, and the following list shows those which expired during 1861.

Such certificates have no further value.

MALES.

No. 1103	Obtained 2nd Class B. 1185.	" 1154	Obtained 2nd Class A. 1254.
" 1104	do do 1190.	" 1198	Andrew, Archibald.
" 1105	McRae, Alexander.	" 1199	Ball, Martin Edward.
" 1106	Obtained 2nd Class B. 1185.	" 1200	Davidson, Archibald.
" 1107	do do 1196.	" 1201	Dean, Andrew Daniel.
" 1108	Treadgold, George.	" 1202	McDougall, Duncan.
" 1109	Walker, Thaddeus.	" 1203	Rogers, George.
" 1110	Whiteside, Jacob Lemon.	" 1204	Young, William Howie.

FEMALES.

No. 1141	Obtained 2nd Class A. 1219 and 1301.	" 1236	Obtained 2nd Class A. 1409.
" 1142	Corrigan, Augusta.	" 1237	do do B. 1313.
" 1143	Craigmile, Elizabeth Wilson.	" 1238	Jones, Anna Elizabeth.
" 1144	Obtained 2nd Class A. 1220.	" 1239	Obtained 2nd Class B. 131
" 1145	do 1st Class C. 1297.	" 1240	Pollock, Jane.
" 1146	Foster, Mary Louisa.	" 1241	Rogers, Ellen.
" 1147	Obtained 2nd Class A. 1221.	" 1242	Smith, Sarah Anne.
" 1148	Hill, Charlotte Mary.	" 1243	Vallance, Margaret.
" 1149	Lloyd, Eliza Jane.	" 1244	Obtained 2nd Class A. 1305.
" 1150	McLennan, Margaret.		
" 1151	Obtained 2nd Class A. 1222.		Total number of Certificates granted..... 1435
" 1152	do do C. 1241.		Expired, up to 31st December, 1861..... 130
" 1153	Stewart, Annie.		Obtained second Certificate in same class, 103
" 1231	Obtained 1st Class A. 1397.		Obtained higher Certificates..... 156
" 1232	Obtained 1st Class B. 1399.		389
" 1233	Brown, Elizabeth Jeffrey.		Total Certificates valid on 31st December, 1861, 1046
" 1234	Emory, Marion.		
" 1235	Obtained 2nd Class C. 1423.		

Certified,

ALEXANDER MARLING,

Registrar.

EDUCATION OFFICE,
January, 1862.

APPENDIX E.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR UPPER CANADA, FOR THE YEAR 1862.

Circular to the Clerk of each County, City, Town, and Village Municipality in Upper Canada.

SIR,—I have the honour to transmit herewith, a certified copy of the apportionment for the current year, of the Legislative School Grant to each City, Town, Village and Township, in Upper Canada. This apportionment will be payable at this Office, to the Agent of the Treasurer of your Municipality, on the 1st of July, provided that the School Accounts have been duly audited, and, together with the Auditors' and Local Superintendents' Reports, have been transmitted to this department.

The basis of apportionment to the several Counties, Cities, Towns, Villages and Townships for this year, is the census returns of 1861, which have been procured for that purpose by this Department from the Bureau of Statistics at Quebec. This was not the case last year so far as the townships were concerned, as the township populations had not then been made up. For this reason it will be seen that some townships receive a less

apportionment and some a greater than in 1861. By this means a more just and equitable apportionment has been made to those new and thinly settled Counties where poor schools have heretofore existed, and where the ordinary Legislative and Municipal grants have not been sufficient to enable Trustees to sustain the schools during the whole year.

Where Separate Schools exist, the sum apportioned to the Municipality has been divided among the Common and Roman Catholic Separate Schools therein, according to the average attendance of pupils at both classes of Schools during that year, as reported by the Trustees.

The gross sum apportioned this year is about \$3,000 more than that of last year.

I trust that the liberality of your Council will be increased in proportion to the growing necessity and importance of providing for the sound and thorough education of all the youth of the land.

I am, Sir, your obedient servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, 4th June, 1862.

Apportionment to Counties, for the year 1862.

1. COUNTY OF GLENGARRY.		
Townships.	Apportionment.	
Charlottenburgh.....		\$713 00
Do. for Separate Schools.....	\$58 00	
Kenyon.....		558 00
Lancaster.....		458 00
Do. for Separate Schools.....	67 00	
Lochiel.....		514 00
Do. for Separate Schools.....	68 00	
Total for County, \$2434	\$191 00	\$2243 00
2. COUNTY OF STORMONT.		
Cornwall.....		\$575 00
Finch.....		275 00
Osnebruck.....		648 00
Roxborough.....		364 90
		\$1862 00
3. COUNTY OF DUNDAS.		
Matilda.....		\$558 00
Mountain.....		423 00
Williamsburgh.....		537 00
Winchester.....		470 00
4. COUNTY OF PRESCOTT.		
Alfred.....		\$156 00
Caledonia.....		124 00
Hawkesbury, East.....		376 00
Do. for Separate Schools.....	\$109 00	
Do. West.....		251 00
Longueuil.....		185 00
Plantagenet, North.....		264 00
Do. for Separate School.....	27 00	
Do. South.....		142 00
Total for County, \$1634.	\$136 00	\$1498 00

5. COUNTY OF RUSSELL.		
Cambridge.....		\$ 76 00
Clarence.....		199 00
Cumberland.....		300 00
Russell.....		208 00
		\$783 00
6. COUNTY OF CARLETON.		
Fitzroy.....		\$556 00
Do. for Separate School.....	\$16 00	
Gloucester.....		520 00
Goulbourn.....		335 00
Gower, North.....		236 00
Huntley.....		304 00
March.....		187 00
Marlborough.....		268 00
Nepean.....		483 00
Do. for Separate School.....	24 00	
Osgoode.....		498 00
Forbolton.....		77 00
Total for County, \$3344.	\$40 00	\$3304 00
7. COUNTY OF GRENVILLE.		
Augusta.....		\$635 00
Edwardsburgh.....		610 00
Do. for Separate School.....	\$27 00	
Gower, South.....		125 00
Oxford on Rideau.....		513 00
Wolford.....		317 00
Do. for Separate School.....	23 00	
Total for County, \$2250.	\$50 00	\$2200 00
8. COUNTY OF LEEDS.		
Bastard.....		\$420 00
Burgess, South.....		39 00
Crosby, North.....		243 00
Do. South.....		243 00

8. COUNTY OF LEEDS.—Continued.

Elizabethtown.....	698 00
Elmsley, South.....	161 00
Escott, Front.....	183 00
Kitley.....	396 00
Leeds and Lanadowne, Front.....	521 00
Do. do. Rear.....	261 00
Yonge, Front.....	206 00
Yonge and Escott, Rear.....	258 00
	<hr/>
	\$3629 00

9. COUNTY OF LANARK.

Bathurst.....	\$376 00
Beckwith.....	292 00
Burgess, North.....	150 00
Dalhousie.....	186 00
Do. for Separate School.....	\$8 00
Barling.....	103 00
Drummond.....	300 00
Elmsley, North.....	160 00
Lanark.....	331 00
Lavant.....	32 00
Montagne.....	399 00
Pakenham.....	280 00
Ramsay.....	471 00
Sherbrooke, North.....	43 00
Do. South.....	84 00
	<hr/>
Total for County, \$3215.	\$8 00 \$3207 00

10. COUNTY OF RENFREW.

Admaston.....	\$196 00
Algona.....	48 00
Alice.....	82 00
Bagot and Brougham.....	178 00
Blichfield.....	20 00
Bromley.....	146 00
Brudenell, Raglan, and Radcliffe.....	115 00
Grattan.....	132 00
Do. for Separate School.....	\$12 00
Horton.....	137 00
McNab, including Arnprior.....	307 00
Pembroke.....	60 00
Petewawa, Buchanan and McKay.....	42 00
Rolph and Wylie.....	29 00
Ross.....	150 00
Sebastopol and Griffith.....	67 00
Stafford.....	63 00
Westmeath.....	230 00
Wilberforce.....	148 00
	<hr/>
Total for County, \$2171.	\$12 00 \$2159 00

11. COUNTY OF FRONTENAC.

Barrie and Clarendon.....	\$ 53 00
Bedford.....	160 00
Do. for Separate School.....	\$34 00
Hincinbrooke.....	87 00
Kennebec.....	49 00
Kingston.....	513 00
Do. for Separate School.....	14 00
Loughborough.....	281 00
Miller and Canoto.....	7 00
Olden.....	50 00
Oso.....	40 00
Palmerston.....	14 00
Pittsburgh.....	465 00
Do. for Separate Schools.....	40 00
Portland.....	326 00
	<hr/>
	\$326 00

11. COUNTY OF FRONTENAC.—Continued.

Storrington.....	332 00
Wolfe Island.....	\$58 00
Do. for Separate Schools.....	56 00
	<hr/>
Total for County, \$2879.	\$144 00 \$2735 00

12. COUNTY OF ADDINGTON.

Amherst Island.....	\$146 00
Anglesen.....	21 00
Camden, East.....	738 00
Do. for Separate School.....	\$18 00
Denbigh and Abinger.....	20 00
Ernestown.....	543 00
Ka'a'ar.....	124 00
Sheffield.....	303 00
Do. for Separate School.....	32 00
	<hr/>
Total for County, \$1944.	\$49 00 \$1993 00

13. COUNTY OF LENNOX.

Adolphustown.....	\$ 92 00
Fredericksburgh, North and South.....	388 00
Richmond.....	396 00
	<hr/>
	\$876 00

14. COUNTY OF PRINCE EDWARD.

Ameliasburgh.....	\$401 00
Athol.....	209 00
Hallowell.....	374 00
Do. for Separate School.....	\$43 00
Hillier.....	362 00
Marysburgh.....	443 00
Sophasburgh.....	328 00
	<hr/>
Total for County, \$2160	\$43 00 \$2117 00

15. COUNTY OF HASTINGS.

Elzevir.....	\$150 00
Hungerford.....	479 00
Do. for Separate School.....	\$21 00
Huntingdon.....	335 00
Madoc.....	412 00
Marmora and Lake.....	172 00
Rawdon.....	412 00
Sidney.....	584 00
Thurlow.....	537 00
Do. for Separate School.....	20 00
Tudor.....	97 00
Tyendinaga.....	835 00
Hastings Road.....	77 00
	<hr/>
Total for County, \$4131.	\$41 00 \$4090 00

16. COUNTY OF NORTHUMBERLAND.

Altwick.....	\$159 00
Brighton.....	426 00
Cramahc.....	441 00
Haldimand.....	708 00
Hamilton.....	726 00
Monaghan, South.....	142 00
Murray.....	415 00
Percy.....	380 00
Do. for Separate School.....	\$24 00
Seymour.....	441 00
	<hr/>
Total for County, \$8862.	\$24 00 \$3888 00

17. COUNTY OF DURHAM.

Cartright.....	\$313 00
Cavan.....	563 00
Clarke.....	756 00
Darlington.....	794 00
Hope.....	876 00
Manvers.....	483 00
	<hr/>
	\$3585 00

18. COUNTY OF PETERBOROUGH.

Asphodel.....	\$334 00
Belmont and Methuen.....	79 00
Douro.....	289 00
Durham.....	242 00
Ennismore.....	99 00
Galway.....	49 00
Harvey.....	41 00
Minden, Stanhope and Dysart.....	31 00
Monaghan, North.....	147 00
Otonabee.....	448 00
Do. for Separate School.....	\$26 00
Smith.....	438 00
Snowdon.....	21 00
	<hr/>
Total for County, \$2242.	\$26 00 \$2216 00

19. COUNTY OF VICTORIA.

Anson.....	\$12 00
Bexley.....	26 00
Carden.....	71 00
Dalton.....	7 00
Digby.....	10 00
Eldon.....	288 00
Emily.....	451 00
Feuclon.....	244 00
Hindon.....	1 00
Laxton.....	46 00
Lutterworth.....	56 00
Macaulay and Draper.....	2 00
Mariposa.....	632 00
Ops.....	330 00
Somerville.....	70 00
Verulam.....	177 00
	<hr/>
	\$2423 00

20. COUNTY OF ONTARIO.

Brock.....	\$531 00
Mara.....	225 00
Pickering.....	920 00
Rama.....	42 00
Reach.....	714 00
Scott.....	249 00
Seugog Island.....	89 00
Thorah.....	186 00
Uxbridge.....	452 00
Whitby, East.....	421 00
Do. West.....	407 00
	<hr/>
	\$4236 00

21. COUNTY OF YORK.

Etobicoke.....	\$354 00
Do. for Separate School.....	\$18 00
Georgina.....	171 00
Gwillimbury, East.....	444 00
Do. North.....	211 00
King.....	927 00
Markham.....	995 00
Scarborough.....	558 00

COUNTY OF YORK.—Continued.

Vaughan.....	914 00
Whitechurch.....	622 00
York.....	1091 00
Do. for Separate Schools.....	97 00
	<hr/>
Total for County, \$6432.	\$115 00 \$6317 00

22. COUNTY OF PEEL.

Albion.....	\$583 00
Caledon.....	527 00
Chinguacousy.....	793 00
Gore of Toronto.....	170 00
Do. for Separate School.....	\$28 00
Toronto.....	758 00
	<hr/>
Total for County, \$2850.	\$28 00 \$2821 00

23. COUNTY OF SIMCOE.

Adjala.....	\$315 00
Essa.....	233 00
Flos.....	109 00
Gwillimbury, West.....	412 00
Innisfil.....	525 00
Medonte.....	188 00
Mono.....	416 00
Morrison and Muskoka.....	34 00
Mulmur.....	203 00
Nottawasaga.....	447 00
Orillia and Matchedash.....	128 00
Do. for Separate School.....	\$32 00
Oro.....	349 00
Sunnidale.....	113 00
Tay and Tiny.....	218 00
Tecumseth.....	522 00
Tossorontio.....	123 00
Vospra.....	116 00
Do. for Separate School.....	\$10 00
	<hr/>
Total for County, \$4598.	\$42 00 \$4556 00

24. COUNTY OF HALTON.

Esquesing, including Georgetown.....	\$831 00
Nassagaweya.....	322 00
Nelson.....	524 00
Trafalgar.....	672 00
	<hr/>
	\$2349 00

25. COUNTY OF WENTWORTH.

Ancaster.....	\$579 00
Barten.....	323 00
Beverley.....	728 00
Binbrooke.....	241 00
Flamborough, East.....	427 00
Do. for Separate School.....	\$24 00
Flamborough, West.....	438 00
Glanford.....	252 00
Saltfleet.....	315 00
	<hr/>
Total for County, \$3327.	\$24 00 \$3303 00

26. COUNTY OF BRANT.

Brantford.....	759 00
Burford.....	643 00
Dumfries, South.....	449 00
Oakland.....	125 00

26. COUNTY OF BRANT.—Continued.

Onondaga.....	236 00	
Tuscarora.....	128 00	
		\$2388 00

27. COUNTY OF LINCOLN.

Caistor.....	\$230 00	
Clinton.....	336 00	
Gainsborough.....	340 00	
Grantham.....	388 00	
Do. for Separate School.....	\$62 00	
Grimsby.....	345 00	
Louth.....	232 00	
Niagara.....	270 00	
Total for County, \$2203.	\$62 00	\$2141 00

28. COUNTY OF WELLAND.

Bertie.....	\$307 00	
Crowland.....	167 00	
Humberstone.....	349 00	
Pelham.....	304 00	
Stamford.....	349 00	
Thorold.....	326 00	
Wainfleet.....	266 00	
Willoughby.....	176 00	
		\$2244 00

29. COUNTY OF HALDIMAND.

Canborough.....	\$143 00	
Cayuga, North.....	248 00	
Do. South.....	107 00	
Dunn.....	169 00	
Moulton and Sherbrooke.....	205 00	
Oncida.....	311 00	
Do. for Separate School.....	\$39 00	
Rainham.....	243 00	
Seneca.....	393 00	
Walpole.....	556 00	
Total for County, \$2354.	\$39 00	\$2315 00

30. COUNTY OF NORFOLK.

Charlotteville.....	\$399 00	
Houghton.....	225 00	
Middleton.....	333 00	
Townsend.....	660 00	
Walsingham.....	558 00	
Windham.....	451 00	
Do. for Separate School.....	\$19 00	
Woodhouse and Gore.....	425 00	
Total for County, \$3076.	\$19 00	\$3051 00

31. COUNTY OF OXFORD.

Blandford.....	\$229 00	
Blenheim.....	801 00	
Dereham.....	629 00	
Nissouri, East.....	400 00	
Norwich, North.....	394 00	
Do. South.....	337 00	
Oxford, North.....	203 00	
Do. East.....	314 00	
Do. West.....	313 00	
Zorra, East.....	518 00	
Do. West.....	424 00	
		\$4562 00

32. COUNTY OF WATERLOO.

Dumfries, North.....	\$478 00	
Waterloo, North.....	456 00	
Do. South.....	459 00	
Wellesley.....	621 00	
Do. for Separate School.....	\$56 00	
Wilmut.....	624 00	
Do. for Separate Schools.....	85 00	
Woolwich.....	604 00	
Total for County, \$3382.	\$141 00	\$3242 00

33. COUNTY OF WELLINGTON.

Amaranth.....	\$137 00	
Arthur.....	258 00	
Do. for Separate Schools.....	\$155 00	
Eramosa.....	414 00	
Erin.....	569 00	
Garafraxa.....	559 00	
Guelph.....	355 00	
Luther.....	79 00	
Maryborough.....	360 00	
Minto.....	253 00	
Do. for Separate School.....	16 00	
Nichol.....	243 00	
Do. for Separate School.....	32 00	
Peel.....	575 00	
Pikington.....	237 00	
Do. for Separate School.....	38 00	
Furlinch.....	540 00	
Total for County, \$4820.	\$241 00	\$4579 00

34. COUNTY OF GREY.

Artemesia.....	\$296 00	
Bentinek.....	383 00	
Collingwood.....	171 00	
Derby.....	142 00	
Egremont.....	337 00	
Euphrasia.....	169 00	
Glencol.....	352 00	
Holland.....	240 00	
Do. for Separate School.....	\$26 00	
Keppel, Sarawak and Brooke.....	68 00	
Melancthon.....	156 00	
Normanby.....	357 00	
Do. for Separate Schools.....	98 00	
Osprey.....	253 00	
Proton.....	142 00	
St. Vincent.....	344 00	
Sullivan.....	199 00	
Sydenham.....	347 00	
Total for County, \$4080.	\$124 00	\$3956 00

35. COUNTY OF PERTH.

Blanchard.....	\$434 00	
Downie.....	415 00	
Easthope, North.....	359 00	
Do. South.....	267 00	
Ellice.....	277 00	
Do. for Separate School.....	\$23 00	
Elma.....	275 00	
Fullarton.....	332 00	
Hibbert.....	327 00	
Logan.....	259 00	
Mornington.....	349 00	
Wallace.....	276 00	
Total for County, \$2593.	\$23 00	\$2570 00

36. COUNTY OF HURON.		
Ashfield.....	\$300 00	
Biddulph.....	391 00	
Colborne.....	214 00	
Goderich.....	411 00	
Gray.....	283 00	
Hay.....	351 00	
Howick.....	258 00	
Hullett.....	284 00	
Do. for Separate School.....	\$26 00	
McGillivray.....	450 00	
McKillop.....	278 00	
Morris.....	268 00	
Stanley and Bayfield.....	393 00	
Stephen.....	324 00	
Tuckersmith.....	370 00	
Turnberry.....	145 00	
Wawanosh.....	362 00	
Usborne.....	370 00	
Total for County, \$5478.....	\$26 00	\$5452 00

37. COUNTY OF BRUCE.		
Albemarle.....	\$ 6 00	
Amabel.....	20 00	
Arran.....	293 00	
Brant.....	359 00	
Bruce.....	258 00	
Carrick.....	363 00	
Culcross.....	236 00	
Do. for Separate School.....	\$24 00	
Elderslie.....	204 00	
Greenock.....	180 00	
Do. for Separate School.....	31 00	
Huron.....	279 00	
Kincardine.....	334 00	
Kinloss.....	211 00	
Saugen.....	174 00	
Total for County, \$2972.....	\$55 00	\$2917 00

38. COUNTY OF MIDDLESEX.		
Adelaide.....	\$288 00	
Carradoc.....	434 00	
Delaware.....	206 00	
Dorchester, North.....	463 00	
Ekfrid.....	296 00	
Lobe.....	408 00	
London.....	1111 00	
Metcalfe.....	200 00	
Mosa.....	348 00	
Nissouri, West.....	361 00	
Westminster.....	707 00	
Do. for Separate School.....	\$15 00	
Williams, East.....	234 00	
Do. West.....	213 00	
Do. for Separate School.....	42 00	
Total for County, \$5376.....	\$57 00	\$5319 00

39. COUNTY OF ELGIN.		
Aldborough.....	\$267 00	
Bayham.....	591 00	
Dorchester, South.....	253 00	
Dunwich.....	332 00	
Malahide.....	611 00	
Southwold.....	828 00	
Yarmouth.....	709 00	
Total.....	\$3391 00	

40. COUNTY OF KENT.		
Camden and Gore.....	\$315 00	
Chatham and Gore.....	412 00	
Dover, East and West.....	305 00	
Harwich.....	523 00	
Howard.....	457 00	
Orford.....	293 00	
Raleigh.....	362 00	
Do. for Separate School.....	\$69 00	
Romney.....	54 00	
Tilbury, East.....	145 00	
Zone.....	133 00	
Total for County, \$3068.....	\$69 00	\$2999 00

41. COUNTY OF LAMBTON.		
Bosanquet.....	\$356 00	
Brooke.....	184 00	
Dawn.....	83 00	
Enniskillen.....	122 00	
Euphemia.....	242 00	
Moore.....	330 00	
Plympton.....	378 00	
Sarnia.....	179 00	
Sombra.....	208 00	
Warwick.....	389 00	
Total.....	\$2471 00	

42. COUNTY OF ESSEX.		
Anderdon.....	\$173 00	
Colchester.....	303 00	
Gosfield.....	270 00	
Maidstone.....	164 00	
Do. for Separate School.....	\$35 00	
Malden.....	179 00	
Mersea.....	246 00	
Rochester.....	155 00	
Sandwich, East.....	534 00	
Sandwich, West.....	34 00	
Do. for Separate School.....	34 00	
Tilbury, West.....	136 00	
Total for County, \$2219.....	\$69 00	\$2150 00

Apportionment to Cities, Towns and Villages for 1862.

Apportionment to Villages for 1862.—(Continued.)

CITIES.	Common Schools.	R. Cath. Separate Schools.	Total.
Toronto	\$3558 00	\$1595 00	\$5153 00
Hamilton	1779 00	416 00	2195 00
Kingston	1123 00	457 00	1580 00
London	1160 00	167 00	1327 00
Ottawa	682 00	1004 00	1686 00
	\$3302 00	\$3639 00	\$11941 00
TOWNS.			
Amherstburgh.....	\$124 00	\$141 00	\$265 00
Barrie	152 00	92 00	244 00
Belleville	532 00	189 00	721 00
Berlin	198 00	26 00	224 00
Bowmanville.....	312 00	.....	312 00
Brantford.....	608 00	109 00	717 00
Brockville	352 00	120 00	472 00
Chatham	466 00	46 00	512 00
Clifton	101 00	47 00	148 00
Cobourg	452 00	120 00	572 00
Collingwood	159 00	.....	159 00
Cornwall.....	220 00	.....	220 00
Dundas.....	202 00	125 00	327 00
Galt.....	352 00	.....	352 00
Goderich	371 00	.....	371 00
Guelph	441 00	142 00	583 00
Ingersoll	221 00	70 00	291 00
Lindsay	90 00	129 00	219 00
Milton.....	104 00	.....	104 00
Niagara	174 00	64 00	238 00
Oakville	118 00	48 00	166 00
Owen Sound.....	254 00	.....	254 00
Paris	227 00	45 00	272 00
Perth*.....	219 00	64 00	283 00
Peterborough	323 00	134 00	457 00
Pictou	169 00	68 00	237 00
Port Hope	478 00	.....	478 00
Prescott.....	162 00	135 00	297 00
Sandwich.....	113 00	.....	113 00
Sarnia.....	240 00	.....	240 00
St. Catharines.....	485 00	237 00	722 00
St. Thomas.....	164 00	23 00	187 00
Simcoe	213 00	.....	213 00
Whitby.....	269 00	41 00	310 00
Windsor	287 00	.....	287 00
Woodstock.....	383 00	.....	383 00
	\$9735 00	\$2215 00	\$11950 00

INCORPORATED VILLAGES.	Common Schools.	R. Cath. Separate Schools.	Total.
Ashburnham	\$114 00	.....	\$114 00
Bath	83 00	.....	83 00
Bradford.....	110 00	.....	110 00
Brampton.....	187 00	.....	187 00
Brighton.....	135 00	.....	135 00
Caledonia.....	133 00	.....	133 00
Cayuga.....	87 00	.....	87 00
Chippewa.....	125 00	.....	125 00
Clinton.....	115 00	.....	115 00
Colborne.....	92 00	.....	92 00
Dunnville.....	145 00	.....	145 00
Elora.....	106 00	13 00	119 00

INCORPORATED VILLAGES.—Con.	Common Schools.	R. Cath. Separate Schools.	Total.
Embroy.....	63 00	.....	63 00
Fergus	112 00	16 00	128 00
Port Erie	65 00	16 00	81 00
Hawkesbury	144 00	.....	144 00
Hespeler.....	69 00	.....	69 00
Holland Landing	85 00	.....	85 00
Iroquois.....	71 00	.....	71 00
Kemptville.....	122 00	.....	122 00
Kincardine	112 00	.....	112 00
Merrickville	104 00	.....	104 00
Mitchell.....	139 00	.....	139 00
Morrisburgh	98 00	.....	98 00
Napanee	187 00	16 00	203 00
Newburgh	110 00	.....	110 00
Newcastle.....	118 00	.....	118 00
New Hamburg.....	99 00	.....	99 00
Newmarket	109 00	50 00	159 00
Oshawa	173 00	58 00	231 00
Pembroke.....	73 00	.....	73 00
Portmouth.....	70 00	32 00	102 00
Preston.....	146 00	30 00	176 00
Renfrew.....	80 00	.....	80 00
Richmond	59 00	.....	59 00
Smith's Falls.....	130 00	.....	130 00
Southampton.....	70 00	.....	70 00
Stirling.....	86 00	.....	86 00
St. Mary's, B.....	319 00	.....	319 00
Stratford	323 00	.....	323 00
Strathroy	86 00	.....	86 00
Streetsville.....	83 00	.....	83 00
Thorold	185 00	.....	185 00
Trenton	160 00	.....	160 00
Vienna	104 00	.....	104 00
Waterloo.....	146 00	.....	146 00
Welland	83 00	.....	83 00
Yorkville.....	180 00	.....	180 00
	\$5795 00	\$231 00	\$6026 00

Summary of apportionment to Counties, Cities, Towns, and Villages for 1862.

	Common Schools.	R. Cath. Separate Schools.	Total.
1. Glengarry.....	\$2243 00	\$191 00	\$2434 00
2. Stormont.....	1862 00	.....	1862 00
3. Dundas.....	1988 00	.....	1988 00
4. Prescott.....	1498 00	136 00	1634 00
5. Russell.....	783 00	.....	783 00
6. Carleton.....	3304 00	40 00	3344 00
7. Grenville.....	2200 00	50 00	2250 00
8. Leeds.....	3629 00	.....	3629 00
9. Lanark.....	3207 00	8 00	3215 00
10. Renfrew.....	2159 00	12 00	2171 00

COUNTIES.— <i>Con.</i>	Common Schools.	R. Cath. Separate Schools.	Total.	COUNTIES.— <i>Con.</i>	Common Schools.	R. Cath. Separate Schools.	Total.
11. Frontenac.....	2735 00	144 00	2879 00	41. Lambton.....	2471 00	.....	2471 00
12. Addington.....	1895 00	49 00	1944 00	42. Essex.....	2150 00	69 00	2219 00
13. Lennox.....	876 00	.....	876 00	Distr't of Algoma	208 00	.....	208 00
14. Prince Edward	2117 00	43 00	2160 00				
15. Hastings.....	4090 00	41 00	4131 00		\$127175 00	\$1898 00	\$129073 00
16. Northumb'rd	3838 00	24 00	3862 00				
17. Durham.....	3585 00	.....	3585 00				
18. Peterborough.	2216 00	26 00	2242 00				
19. Victoria.....	2423 00	.....	2423 00				
20. Ontario.....	4236 00	.....	4236 00				
21. York.....	6317 00	115 00	6432 00				
22. Peel.....	2831 00	28 00	2859 00				
23. Simcoe.....	4556 00	42 00	4598 00				
24. Halton.....	2349 00	.....	2349 00				
25. Wentworth...	3303 00	24 00	3327 00				
26. Brant.....	2368 00	.....	2368 00				
27. Lincoln.....	2141 00	62 00	2203 00				
28. Welland.....	2244 00	.....	2244 00				
29. Haldimand...	2315 00	39 00	2354 00	Total Counties & Districts.....	\$127175 00	1898 00	\$129073 00
30. Norfolk.....	3051 00	19 00	3070 00	Total Cities.....	8302 00	3639 00	11941 00
31. Oxford.....	4562 00	.....	4562 00	" Towns.....	9735 00	2215 00	11950 00
32. Waterloo.....	3242 00	141 00	3383 00	" Villages.....	5795 00	231 00	6026 00
33. Wellington...	4579 00	241 00	4820 00		\$151007 00	\$7983 00	\$158990 00
34. Grey.....	3956 00	124 00	4080 00				
35. Perth.....	3570 00	23 00	3593 00				
36. Huron.....	5452 00	26 00	5478 00				
37. Bruce.....	2917 00	55 00	2972 00				
38. Middlesex.....	5319 00	57 00	5376 00	Additional sum reserved for any Roman Catholic Separate Schools which may be established in 1862.....			510 00
39. Elgin.....	3391 00	.....	3391 00				
40. Kent.....	2999 00	69 00	3068 00				\$159500 00

NOTE.—The school moneys apportioned to the various Counties, Cities, Towns and Villages, as per the foregoing statement, are payable to the Toronto agents of the local treasurers, on the first day of July. Wherever the apportionment is withheld, it is owing to omission or neglect on the part of the local school authorities to comply with the school law, and to transmit to the Educational Department the necessary reports or audited returns—blank forms of which were furnished from the Department early in the year.

APPENDIX F.

NO. 1.—DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

Documents Furnished Annually by the Educational Department to the School Officers of Upper Canada.

The following are furnished gratuitously by the Educational Department of Upper Canada to the various school officers, viz. :—

1. *The Journal of Education for Upper Canada* is sent monthly to each of the Trustee Corporations in the rural school sections, to the Boards of Grammar and Common School Trustees, to the Local Superintendent, to the Trustees of each of the Separate Schools, and to each County Clerk and Treasurer, Exchanges, &c., &c. Total, 4,500 copies.

The *Journal* has been constituted the official medium of communicating all departmental intelligence. It is regularly sent by the publisher, about the first of each month, to the official address of the parties above enumerated. Should they fail in any case to receive it, immediate notification of the fact should be sent to the Education Office. Missing numbers can generally be supplied. To the public, the price is \$1 per annum, payable in advance. Back volumes since 1848 (the first year of its existence) can be furnished on the same terms.

2. *The School Registers*, for recording the attendance, recitations and deportment of pupils, are furnished to each of the Grammar and Common Schools, and to the Separate Schools, in Upper Canada. Total, about 4,500 copies. The Registers are sent annually to the County Clerks, for gratuitous distribution, through the Local Superintendents.

The Trustees' Half-Yearly Reports are sent every six months, through the Local Superintendents, to the Trustees of each school section. Those for the Grammar Schools, and Roman Catholic Separate Schools, are sent direct from the Department. Total sent out annually, 7,500 copies.

4. *The Trustees' Blank Annual Reports* are annually sent through the Local Superintendents to each of the Trustee Corporations in the rural school Sections. Total, about 4,500 copies.

5. *The Blank Annual Reports*, from which the General Annual Report of the Department is compiled, are sent to the Local Superintendents and Boards of Common School Trustees and Boards of Grammar School Trustees. Total number sent out annually, 600 copies.

6. *Auditors', Treasurers' and Sub-Treasurers' Returns* are sent to about 450 of those officers, to be filled up and returned.

7. *The Chief Superintendent's Annual Report to His Excellency the Governor General*, printed by order of the House of Assembly, is also sent to each of the rural Trustee Corporations; to the Boards of Common School Trustees in cities, towns and villages, to Boards of Grammar School Trustees, to Boards of Public Instruction; to Local Superintendents, and to Separate School Trustees, besides copies to other parties. Total number sent out annually, about 4,500.

8. *Various Forms*.—Forms are also sent from time to time, to Superannuated Teachers, Trustees, (for maps) Normal School Students, &c. About 800 copies.

Letters received and sent out by the Department:—

	1852	1853	1854	1855	1856	1857	1858	1859	1860	1861
Number of letters received.....	2996	4915	4920	5338	5739	6294	6431	6468	7124	7215
Average number per week.....	57	77	95	102	110	121	124	125	137	138
Number of letters sent out.....	1430	1936	2581	3764	3966	3542	4627	5823	6015	5656
Average number per week.....	27	37	50	72	77	68	88	112	116	109

Recapitulation.—Total number of copies prepared, or printed, and sent out annually from the Educational Department for Upper Canada :

1. Journal of Education.....	Copies. 4,500	7. Chief Superintendent's Report.....	Copies. 4,500
2. School Registers.....	4,500	8. Various Forms, about.....	800
3. Trustees' Blank Half-Yearly Reports..	7,500	9. Letters, &c., sent and received.....	13,100
4. Trustees' Blank Annual Reports.....	4,500	10. Circulars, about.....	8,000
5. Local Superintendents' Blank Annual Reports.....	600		
6. Auditors' and Treasurers' Blank Returns	400	Grand Total per year.....	48,400

No. 2.—COMMUNICATIONS TO THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

THE POSTAGE LAW, AND THE DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

1. As but few parties in correspondence with the Educational Department comply with the new postage law in the pre-payment of their letters, (thereby increasing the postage charged by nearly fifty per cent.,) the effect has been to swell unduly this item of the contingencies of the Department. It may be that this omission arises from the impression that the official correspondence of the Educational branch of the public service like those of the Cabinet Executive Departments goes free. But this is an entire mistake; as the Educational Department forms an exception, and its contingent expenses are proportiona-

bly increased by a charge from which the other Public Departments of a similar character are exempt. We would suggest, therefore, in future, that all correspondence with the Department be pre-paid, (as it is on letters, &c., going from the Department,) and that thinner paper be used in all cases. Several letters occupying but one page have been received written on large, thick paper, and embracing four pages. Foolscap paper should be used where practicable; and only such portions of it sent as may be written on. All other portions have to be cut off when the letter is filed in the Department.

PRE-PAYMENT OF POSTAGE ON BOOKS AND PARCELS.

2. According to the postage law, the postage on all books, parcels, printed circulars, &c., sent through the post must be prepaid by the sender, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, as may be necessary.

REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns to the Chief Superintendent, or a Local Superintendent, which are made upon the printed blank forms furnished by the Educational Department, should be pre-paid one cent, and open at each end, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns.

COMMUNICATIONS TO THE EDUCATIONAL DEPARTMENT FOR UPPER CANADA.

1. Appeals to the Chief Superintendent of Education.—All parties concerned in the operations of the Grammar and Common School Laws, have the right of appeal to the Chief Superintendent of Education; and he is authorized to decide such questions as are not otherwise provided for by law. But for the ends of justice,—to prevent delay, and save expense, it will be necessary for any party thus appealing: 1. To furnish the party against whom they may appeal with a correct copy of their communication to the Chief Superintendent, in order that such party may have an opportunity of transmitting any explanation or answer deemed expedient. 2. To state expressly, in the appeal, that the opposite party has been thus notified, as it must not be supposed that the Chief Superintendent will decide, or form an opinion on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such hearing. Application for advice in Common School matters, should in all cases, be first made to the Local Superintendent having jurisdiction in the Municipality.

2. The Journal of Education having been constituted by His Excellency the Governor General in Council, the Official medium of communicating all Departmental intelligence and information, parties should refer to its pages on matters relating to the appointment, blank reports, Depository, Normal Schools, &c.

3. Communications generally.—The parties concerned are left to their own discretion as to the forms of all communications relating to Schools, for which specific instructions are not furnished by the Department, but they are requested to use large sized, or foolscap paper. In all communications, however, the number of the School Section, and the name of the Township and Post Office, with the Official Title of the writer, should be given, and also, the number and dates of any previous correspondence on the same subject.

4. Communications with the Government relating to Schools, should be made through the Educational Department, Toronto; as all such communications not so made, are referred to the Chief Superintendent of Education, to be brought before his Excellency through the proper Department—which occasions unnecessary delay and expense.

5. Communications relating to the Journal of Education; to the Educational Depository; to the Public Libraries; or to the Superannuated Teachers' Fund; School Accounts, Poor Schools, &c., should be written on separate sheets from letters of appeal, or on legal questions, in order that they may be separated and classified.

Table with 2 columns: Item description and Page number. Includes entries for 'The Journal of Education', 'Public Libraries', 'Superannuated Teachers' Fund', 'School Accounts', 'Poor Schools', and 'Legal questions'.

APPENDIX G.—LOCAL SUPERINTENDENTS OF SCHOOLS IN THE SEVERAL MUNICIPALITIES OF UPPER CANADA.

Names.	No. of School Sessions, 1862.	Municipalities.	Post Office Address.
(1). THE TOWNSHIPS.			
I. COUNTY OF GLENGARRY.			
1 Hector McRae	24	Charlottenburgh	Martintown.
2 Angus McDonell	19	Kenyon	Alexandria.
3 Rev. Thos. McPherson	17	Lancaster	Lancaster.
4 Rev. Matt. Elder	17	Lochiel	Vankleekhill.
II. COUNTY OF STORMONT.			
5 Nadab Eastman	24	Cornwall	Cornwall.
6 Rev. Donald Monro	11	Finch	South Finch.
7 Rev. A. Matheson	23	Onabruk	Lunenburg.
8 Rev. Daniel Gordon	14	Roxborough	Athol.
III. COUNTY OF DUNDAS.			
9 William Johnston	26	Matilda	Dixon's Corners.
10 Rev. Charles Brown	18	Mountain	South Mountain.
11 John McLaughlin	23	Williamsburgh	Morrisburgh.
12 John Halliday	16	Winchester	Winchester.
IV. COUNTY OF PRESCOTT.			
13 Humphrey Hughes	9	Alfred	Alfred.
14 Rev. J. G. Armstrong, M. A.	16	Caledonia and Hawkesbury West.	Hawkesbury.
15 James Gamble	20	Hawkesbury East	East Hawkesbury.
16 Rev. W. S. Blackstock	6	Longueuil	L'Original.
17 Henry Smith	9	Plantagenet, North	Plantagenet.
18 James Frith	6	Plantagenet, South	Riceville.
V. COUNTY OF RUSSELL.			
19 Rev. W. Pattyson	6	Cambridge	Milleroches.
20 James McCaul	6	Clarence	Clarence.
21 Rev. Peter Lindsay, A. B.	10	Cumberland	Osborne.
22 Rev. W. Z. Helmer	6	Russell	Russell.
VI. COUNTY OF CARLETON.			
23 Rev. T. Bonsfield	11	Fitzroy	Arnprior.
24 Rev. W. Lothead	17	Gloucester	Kars.
25 Rev. C. B. Pettit, M. A.	39	Goulbourn, Marlboro' & Nepean.	Richmond.
26 Rev. W. G. Grant, B. A.	8	Gower, North	North Gower.
27 Rev. J. Godfrey	10	Huntley	Carp.
28 Rev. John L. Gourlay	10	March and Torbolton	Alymer, C. E.
29 Rev. James Whyte	18	Osgoode	Osgoode.
VII. COUNTY OF GRENVILLE.			
30 James Clapperton	26	Angusta	Prescott.
31 Rev. A. Melville	22	Edwardsburgh	Spencerville.
32 Rev. J. Anderson, M. A.	5	Gower, South	Hekaton.
33 Rev. J. C. Quinn	18	Oxford	Kemptville.
34 Rev. T. A. Parnell	20	Wolford	Merrickville.
VIII. COUNTY OF LEEDS.			
35 Lewis Chipman	21	Bastard and Burgess, South	Harlem.
36 James Bilten	12	Crosby, North	Newboro.
37 Miles Young	16	Crosby, South	Elgin.
38 J. A. Brown	32	Elizabethtown	Brockville.

Local Superintendents of Schools in the several Municipalities—(Continued).

Names.	No. of School Sections, 1862.	Municipalities.	Post Office Address.
VIII. COUNTY OF LEEDS.—(Continued).			
30 John Ferguson	9	Elmsley, South.....	South Elmsley.
40 William Moran.....	20	Kitley	Toledo.
41 R. McCrum, M. D.....	17	Leeds and Landsdowne, front.....	Gananoque.
42 C. T. Denroche.....	14	Leeds and Landsdowne, rear.....	Charleston.
43 John Dickey	12	Yonge, front	Mallorytown.
44 C. N. Hagerman.....	14	Escott, front	Mallorytown.
45 Seabury Scovil.....	14	Yonge and Escott, rear.....	Farmersville.
IX. COUNTY OF LANARK.			
46 John A. Murdoch.....	78	Bathurst, Dalhousie, Darling, Drummond, Lanark, Lavant, Sherbrooke, North and South...	Playfair.
47 Rev. J. McKinnon.....	14	Beckwith.....	Carleton Place.
48 Michael B. Stanley	6	Burgess, North.....	Perth.
49 Rev. J. B. Worrell.....	8	Elmsley, North.....	Smith's Falls.
50 Rev. S. Mylne	21	Montague.....	Smith's Falls.
51 Rev. Alex. Mann	7	Pakenham.....	Pakenham.
52 Rev. John McMorine	15	Ramsay	Almonte.
X. COUNTY OF RENFREW.			
53 Rev. Michael Byrne	15	Algona, Bromley, Brudenell, Grat- tan, Lynedoch, Radcliffe, and Raglan	Eganville.
54 George Brown.....	6	Admaston	Douglas.
55 J. D. Clendinnen, M. D.	16	Alice, Buchanan, McKay, Pem- broke, Petawawa, Relp & Wylie	Pembroke.
56 Thomas Brady.....	10	Bagot, Griffith, Blithfield and Se- bastopol.....	Mount St. Patrick.
57 Owen Strain.....	4	Brougham	Mount St. Patrick.
58 James Johnston.....	7	Horton	Renfrew.
59 Rev. S. C. Fraser.....	10	McNab.....	White Lake.
60 John Morton.....	7	Ross	Cobden.
61 R. Childerhose.....	3	Stafford.....	Stafford.
62 Rev. Wm. Tomlin.....	10	Westmeath.....	Westmeath.
63 Thomas B. Lett.....	8	Wilberforce.....	Eganville.
XI. COUNTY OF FRONTENAC.			
64 Thomas Tapping	5	Barrie and Clarendon.....	Hardinge.
65 John Anderson.....	14	Bedford, Oso and Palmerston.....	Fermoy.
66 Elisha McCoy.....	7	Hinchinbrooke and Kennebec.....	Deniston.
67 Rev. E. C. Bower.....	20	Howe Island and Pittsburgh.....	Kingston.
68 John Irvine.....	21	Kingston.....	Elginburgh.
69 Asa Philipps.....	14	Loughborough	Loughborough.
70 John Canning.....	2	Olden	Deniston.
71 Joseph Purdy.....	16	Portland.....	Harrowsmith.
72 C. B. Booth.....	9	Storrington	Elginburgh.
73 George Malone.....	17	Wolfe Island.....	Wolfe Island.
XII. COUNTY OF ADBINGTON.			
74 C. Skeene.....	5	Amherst Island.....	Stella.
75 A. Le Richeux	6	Anglesea and Kaladar.....	Flinton.
76 W. Cunningham	35	Camden, East	Camden, East.
77 S. D. Clark.....	27	Ernestown.....	Westbrook.
78 Franklin Seldon.....	13	Sheffield.....	Tamworth.

Local Superintendents of Schools in the several Municipalities.—(Continued)

Names.	No. of School Sections, 1862.	Municipalities.	Post Office Address.
XIII. COUNTY OF LENOX.			
79 J. B. Allison	5	Adolphustown	Adolphustown.
80 James Grange	12	Fredericksburgh, North	Napanee.
81 John Neilson	9	Fredericksburgh, South	Bath.
82 O. D. Sweete	18	Richmond	Selby.
XIV. COUNTY OF PRINCE EDWARD.			
83 John B. Denton	90	Ameliasburgh, Athol, Hallowell, Hillier, Sophiasburgh and Marysburgh	Pictou.
XV. COUNTY OF HASTINGS.			
84 George Mowat	80	Elzevir, Hungerford, Huntingdon, Lake, Madoc, Marmora, Rawdon and Tudor	Madoc.
85 Frederick S. Rous	83	Sidney, Thurlow and Tyendinaga	Belleville.
XVI. COUNTY OF NOTHUMBERLAND.			
86 Edward Scarlett	125	Alnwick, Brighton, Cramah, Haldiman, Hamilton, Monaghan South, Percy, Murray and Seymour	Castleton.
XVII. COUNTY OF DURHAM.			
87 W. T. Beate	103	Cartwright, Cavan, Clarke, Darlington, Hope and Manvers	Newcastle.
XVIII. COUNTY OF PETERBOROUGH.			
88 T. W. Poole, M. D.	25	Asphodel, Burleigh and Dummer	Norwood.
89 Rev. James Bowic	8	Belmont and Methuen	Norwood.
90 Michael Welsh	9	Douro	South Douro.
91 D. Donohoe	4	Ennismore	Ennismore.
92 Rev. E. Roberts	15	Harvey, Monaghan North, and Smith	Peterboro.
93 Rev. F. Andrews	15	Otonabee	Kane.
XIX. COUNTY OF VICTORIA.			
94 Rev. John Vicars	15	Anson, Galway, Lutterworth, Minden, Snowdon, Somerville, Stanhope and Verulam	Lindsay.
95 Robert Johnston	10	Bexley, Digby and Laxton	Coboconk.
96 P. H. Clark	10	Carden and Eldon	Woodville.
97 Rev. Noah Disbrow	15	Emily	Omamee.
98 Rev. — Patterson	9	Fenelon	Fenelon Falls.
99 Thomas Beall	22	Mariposa	Oakwood.
100 A. La Course	13	Ops	Lindsay.
XX. COUNTY OF ONTARIO.			
101 Alfred Wyatt	18	Brock	Cannington.
102 D. G. Hewett	9	Mara and Rama	Atherley.
103 Ebenezer Birrell	23	Pickering	Greenwood.
104 F. Oakley, M. D.	19	Reach and Scugog Island	Port Perry.
105 J. Bascom, M. D.	18	Scott and Uxbridge	Uxbridge.
106 Rev. D. Watson	5	Thorah	Beaverton.
107 Rev. R. H. Thornton	12	Whitby, East	Oshawa.
108 Rev. K. Maclellan	9	Whitby, West	Whitby.

Local Superintendents of Schools in the several Municipalities.—(Continued.)

	Names.	No. of School Sections, 1862.	Municipalities.	Post Office Address.
XXI. COUNTY OF YORK.				
109	Rev. H. C. Cooper, B.A.	9	Etobicoke	Etobicoke.
110	Thomas Sibbald	5	Georgina	Georgina.
111	J. W. Montgomery	4	Gwillimbury, North	Georgina.
112	J. T. Stokes	28	Gwillimbury East, and Whitechurch	Sharon.
113	S. Hollingshead	23	King	Aurora.
114	Rev. G. S. J. Hill, M. A.	29	Markham	Unionville.
115	Rev. Wm. Belt, B. A.	11	Scarborough	Highland Creek.
116	D. McCallum	21	Vaughan	Woodbridge.
117	Wm. Watson	24	York	Weston.
XXII. COUNTY OF PEEL.				
118	Rev. H. B. Osler	17	Albion	Lloydtown.
119	Rev. A. McFaul	17	Caledon	Caledon.
120	Rev. James Pringle	34	Chingacousy and Gore of Toronto	Brampton.
121	James McGuire	22	Toronto	Malton.
XXIII. COUNTY OF SIMCOE.				
122	Rev. J. Synnott	9	Adjala	Keenansville.
123	R. T. Banting	11	Essa	Cocktown.
124	William Harvey	5	Florence	Elmvale.
125	Rev. Wm. Fraser	30	Gwillimbury West, and Tecumseth	Bond Head.
126	Rev. T. Pierson	15	Innisfil	Innisfil.
127	James Shaw	9	Medonte	Coldwater.
128	Moses Harshaw	14	Monro	Orangeville.
129	Rev. A. Colquhoun	7	Mulmur	Mansfield.
130	Angus Bell	15	Nettawasaga	Singhampton.
131	Rev. T. B. Reed, D.D.	4	Orillia	Orillia.
132	Rev. J. Stewart	12	Oro	Oro.
133	Ephraim Dean	6	Sunnidale	Sunnidale.
134	William Simpson	6	Tay and Tiny	Penetanguishene.
135	William Wright	3	Tossorontio	Arlington.
136	George Sneath	8	Vespra	Barrie.
XXIV. COUNTY OF HALTON.				
137	Rev. Dr. O'Meara	17	Esquesing	Georgetown.
139	Rev. A. J. McAuley	7	Nassagaweya	Nassagaweya.
139	Rev. A. Maclean	16	Nelson	Freelton.
140	John Askin	20	Trafalgar	Trafalgar.
XXV. COUNTY OF WENTWORTH.				
141	Rev. Jno. Lees	18	Ancaster	Ancaster.
142	Rev. G. A. Bull	7	Barton	Ryckman's Corners.
143	Rev. John Porteous	24	Beverley	Kirkwall.
144	Rev. George Cheyne	15	Binbrooke and Saitfleat	Tapleytown.
145	Andrew Hull	9	Flamboro, East	Waterdown.
146	Rev. G. N. Higginson, M. A.	10	Flamboro, West	Waterdown.
147	A. Bethune, M.D.	7	Glanford	Glanford.
XXVI. COUNTY OF BRANT.				
148	Rev. John Wood	23	Brantford	Brantford.
149	Rev. John Armour	26	Burford	Kelvin.
150	Rev. John Dunbar	16	Dumfries South	Glenmorris.
151	Rev. Wm. Hay	6	Oakland	Scotland.
152	R. H. Dree, M.D.	7	Onondaga	Tuscarora.

Local Superintendents of Schools in the several Municipalities.—(Continued).

Names.	No. of School Sections, 1862.	Municipalities.	Post Office Address.
XXVII. COUNTY OF LINCOLN.			
153 R. H. Haney, M. D.....	12	Caistor	Caistorville.
154 F. J. McLean	14	Clinton	Beamsville.
155 J. Kennedy	16	Gainsboro'	Smithville.
156 C. B. Millner	12	Grantham	St. Catharines.
157 J. Woolverton, M. D.....	16	Grimsby	Grimsby.
158 L. S. Sherlock	12	Louth	Jordan.
159 Rev. J. Kaywood.....	7	Niagara	St. Davids.
XXVIII. COUNTY OF WELLAND.			
160 Rev. Jno. Baxter.....	12	Bertie.....	Point Abino.
161 Alex. Reid.....	7	Crowland	Crowland.
162 M. F. Haney, M. D.....	11	Humberstone.....	Humberstone.
163 H. R. Haney, M. D.....	15	Pelham	Fenwick.
164 Rev. George Bell	10	Stamford	Clifton.
165 Rev. C. Walker.....	11	Thorold	Welland.
166 S. S. Hager.....	12	Wainfleet.....	Welland.
167 Rev. W. M. Christie	6	Willoughby	Chippewa.
XXIX. COUNTY OF HALDIMAND.			
168 T. C. Pinkett.....	6	Canborough.....	Dunnville.
169 A. Winram.....	31	Cayuga, North; Oneida and Rainham.....	Cayuga.
170 Abraham Nash.....	4	Cayuga, South.....	South Cayuga.
171 Rev. J. Flood.....	14	Dunn, Moulton and Sherbrooke.....	Dunnville.
172 Wm. Hursell.....	13	Seneca	York.
173 Rev. S. Briggs, M. A.....	21	Walpole	Jarvis.
XXX. COUNTY OF NORFOLK.			
174 J. Covernton	20	Charlotteville	Victoria.
175 D. C. Brady.....	11	Houghton	Houghton Centre.
176 Charles S. Harris.....	10	Middleton	Rolph.
177 Rev. Jacob Van Loon.....	24	Townsend	Boston.
178 J. A. Backhouse.....	24	Walsingham	Walsingham.
179 D. W. Freeman.....	19	Windham	Simcoe.
180 Rev. Wm. Craigie.....	12	Woodhouse	Port Dover.
XXXI. COUNTY OF OXFORD.			
181 Rev. John Gerrie.....	18	Blandford and Zorra East.....	Innorkip.
182 Rev. John Gillespie.....	22	Blenheim	Princeton.
183 Rev. John Garnett.....	16	Dereham	Tilsenburgh.
184 Rev. John Fraser.....	11	Nissouri, East	Thamesford.
185 Rev. Wm. Donald.....	15	Norwich, North	Norwichville.
186 E. M. Schooley	12	Norwich, South	Otterville.
187 Rev. W. C. Beardsall.....	7	Oxford, North.....	Ingersoll.
188 Rev. Wm. Stephenson.....	11	Oxford, East.....	Woodstock.
189 Rev. Arch. Cross	8	Oxford, West.....	Ingersoll.
190 Rev. D. McKenzie.....	12	Zorra, West.....	Embro.
XXXII. COUNTY OF WATERLOO.			
191 Rev. D. McRuar.....	10	Dumfries, North.....	Ayr.
192 I. L. Bowman.....	26	Waterloo	Blair.
193 Rev. J. Boyd.....	22	Wellesley.....	Crosskill.
194 Henry Liersch	21	Wilmot	Baden.
195 Rev. George Cuthbertson.....	14	Woolwich	Winterbogue.

Local Superintendents of Schools in the several Municipalities.—(Continued.)

Names.	No. of School Sections, 1862.	Municipality.	Post Office Address.
XXXIII. COUNTY OF WELLINGTON.			
196 A. D. Fordyce.....	98	Amaranth, Arthur, Garafraxa, Luther, Maryborough, Minto, Nichol, Peel, Pilkington and Pusalinch.....	Fergus.
197 Rev. J. Kilgour.....	42	Eramosa, Erin and Guelph.....	Rockwood.
XXXIV. COUNTY OF GREY.			
198 Geo. J. Gale.....	48	Brooke, Derby, Holland, Keppel, Sarawak, Sullivan and Sydenham.	Owen Sound.
199 Thomas Ryan.....	42	Bentinck, Egremont, Glenol, and Normarby.....	Mount Forest.
200 Andrew Grier.....	35	Collingwood, Euphrasia, and St. Vincent.....	Griersville.
201 William Ferguson.....	38	Artemesia, McAnthon, Osprey and Proton.....	Priceville.
XXXV. COUNTY OF PERTH.			
202 Rev. J. Smyth.....	12	B'lnchard.....	St. Mary's B.
203 Rev. E. Patterson.....	18	Downie and Ellice.....	Stratford.
204 Rev. A. A. Drummond.....	15	Easthope, North and South.....	Shakespeare.
205 Rev. R. McGregor.....	11	Elma.....	Listowell.
206 Rev. R. Hamilton.....	16	Fullarton and Hibber.....	Avonbank.
207 Rev. W. B. Rally, A. M.....	10	Logan.....	Mitchell.
208 Rev. T. Lowry.....	8	Mornington.....	West's Corners.
209 Rev. E. E. Newman.....	14	Wallace.....	Shipley.
XXXVI. COUNTY OF HURON.			
210 John Nairn.....	85	Ashfield, Colborne, Goderich, Hullett, McKillop, Morris, Stanley, Tuckersmith, and Wawanosh.....	Goderich.
211 John Atkinson.....	23	Biddulph and McGillivray.....	Lucan.
212 Rev. W. C. Young.....	24	Grey, Howick and Turnberry.....	Morrisbank.
213 R. D. Bonis.....	29	Hay, Stephen and Usborne.....	Exeter.
XXXVII. COUNTY OF BRUCE.			
214 W. S. Scott.....	30	Arran, Albemarle, Amabel, Elderslie, and Snagen.....	Sangeen.
215 John Eckford.....	40	Brant, Carrick, Culross, and Greenock.....	Dunkeld.
216 Rev. W. Fraser.....	40	Bruce, Huron, Kincardine, and Kinross.....	Kincardine.
XXXVIII. COUNTY OF MIDDLESEX.			
217 Rev. W. Deas.....	14	Adelaide.....	Wisbech.
218 Edward Handy.....	17	Carradoc.....	Mount Bridges.
219 Rev. Richard Flood.....	9	Delaware.....	Delaware.
220 James Venning.....	19	Dorchester, North.....	Dorchester Station.
221 R. Campbell, Senr.....	10	Elfrid.....	Longwood.
222 Rev. J. Skinner.....	9	Lobo.....	Birr.
223 Rev. E. Sullivan.....	30	London.....	Birr.
224 Rev. A. S. Falls.....	8	Metcalf.....	Adelaide.
225 Rev. John Gunne.....	12	Mosa.....	Florence.
226 Charles Hardie.....	14	Nissouri, West.....	London.
227 James Armstrong.....	28	Westmins'er.....	London.
228 Rev. R. Stevenson.....	8	Williams, East.....	Nairn.
229 John A. Scoon.....	8	Williams, West.....	Sylvan.

Local Superintendents of Schools in the several Municipalities, Cities and Towns.—(Continued.)

Names.	No. of School Sections, 1862.	Municipalities.	Post Office Address.
XXXIX. COUNTY OF ELGIN.			
230 John S. McColl.....	39	Aldborough, Dunwich and South-fold	Aldborough.
231 Rev. E. Sheppard.....	77	Bayham, Dorchester, South; Malahide, and Yarmouth.....	Orwell.
XL. COUNTY OF KENT.			
232 David Mills.....	110	Camden, Chatham, Dover, East and West; Harwich, Howard, Orford, Raleigh, Romney, Tilbury, East; and Zone.....	Clearville.
XLI. COUNTY OF LAMBTON.			
233 Rev. P. Goodfellow.....	14	Bosanguet.....	Arkona.
(Same as No. 224).....	25	Brooke, Dawn and Euphemia.....	Florence.
234 Rev. W. Chesnut.....	15	Enniskillen and Sarnia.....	Oban.
235 Rev. D. Armstrong.....	13	Moore.....	Moore.
236 Rev. W. Troup.....	14	Plympton.....	Errol.
237 J. K. Forsyth.....	9	Sombra.....	Sombra.
238 Rev. D. McCallum.....	16	Warwick.....	Warwick.
XLII. COUNTY OF ESSEX.			
239 H. H. Cunningham.....	7	Anderdon.....	Amherstburgh.
240 Rev. F. G. Elliott.....	14	Colchester.....	Colchester.
241 James King.....	7	3osfield.....	Kingsville.
242 John Murray.....	6	Maidstone.....	Woodslee.
243 George Gott.....	7	Malden.....	Amherstburgh.
244 Jon. Wigfield.....	6	Mersea.....	Mersea.
245 Francis Graham.....	4	Rochester.....	Woodslee.
246 C. E. Casgrain, M. D.....	14	Sandwich, East and West.....	Sandwich.
247 Alex. Craig.....	4	Tilbury, West.....	Comber.
(2.) THE CITIES.			
248 Rev. James Porter.....	14	Toronto.....	
249 Rev. Wm. Ormiston, D. D.....	8	Hamilton.....	
250 Rev. G. Weir, A. M.....	8	Kingston.....	
251 John Wilson, Q. C.....	6	London.....	
252 William Cousens.....	14	Ottawa.....	
(3.) THE TOWNS.			
253 John McLeod.....	3	Amherstburgh.....	
254 Hy. R. A. Boys.....	3	Barrie.....	
255 Rev. Arch. Walker.....	6	Belleville.....	
256 H. F. J. Jackson.....	2	Berlin.....	
257 Rev. Alex. McNab, D. D.....	1	Bowmanville.....	
(Same as No. 148.).....	5	Brantford.....	
258 Rev. J. R. Smith, A. M.....	2	Brockville.....	
259 Rev. Angus McColl.....	4	Chatham.....	
(Same as No. 164).....	2	Clifton.....	
260 Newton W. Powell, M. D.....	6	Cobourg.....	
261 Henry Robertson, L. L. B.....	2	Collingwood.....	
262 Rev. Hugh Campbell.....	1	Cornwall.....	
263 Rev. Wm. A. Caldwell.....	2	Dundas.....	

Local Superintendents of Schools in the several Cities, Towns and Villages.—
(Continued.)

NAMES.		No. of School Sections, 1862.	MUNICIPALITIES.
(3.) THE TOWNS.—(Continued.)			
264	Rev. Robert Atcheson.....	1	Galt.
265	None appointed.....	1	Goderich.
266	Rev. R. Torrance.....	4	Guelph.
	(Same as No. 187).....	2	Ingersoll.
267	Edward Playter, M. D.....	2	Lindsay.
268	John Dewar, jr.....	1	Milton.
269	John Rogers.....	2	Niagara.
270	Rev. Robert Shanklin.....	2	Oakville.
271	Not reported.....	2	Owen Sound.
272	Rev. William S. Griffin.....	4	Paris.
273	William McN. Shaw †.....	2	Perth.
274	Rev. James S. Douglas.....	2	Peterborough.
275	George Gillespie, M.D †.....	2	Pictou.
276	Rev. John Cassie, A.M.....	4	Port Hope.
277	William M. Hynes.....	2	Prescott.
278	Paul John Salter †.....	3	Sandwich.
279	Rev. David Walker.....	2	Sarnia.
280	Rev. R. Cooney, D. D.....	4	St. Catharines.
281	Rev. D. W. Rowlands.....	2	St. Thomas.
282	Rev. Samuel Harris.....	1	Simcoe.
283	David Beach.....	4	Whitby.
284	Rev. John Hurst †.....	3	Windsor.
285	Rev. Abraham Hutchinson †.....	2	Woodstock.
(4.) THE INCORPORATED VILLAGES.			
	(Same as No. 274.).....	1	Ashburham.
286	Rev. Henry Larton.....	1	Bath.
287	Rev. John Fletcher †.....	1	Bradford.
288	Rev. A. T. Holmes.....	2	Brampton.
	Same as No. 36 †.....	1	Brighton.
	Same as No. 169.....	3	Caledonia.
	Same as No. 169.....	1	Cayuga.
	Same as No. 167.....	2	Chippewa.
289	Rev. A. D. McDonald.....	2	Clinton.
	Same as No. 86 †.....	1	Colborne.
	Same as No. 171.....	1	Dunnville.
290	Rev. James Middledenis.....	2	Elora.
	Same as No. 190.....	2	Embro.
	Same as No. 196.....	3	Fergus.
291	John H. Elliott, M. B.....	2	Fort Erie.
	Same as No. 14.....	2	Hawkesbury.
292	Alex. G. Howatt.....	1	Hespeler.
	Same as No. 112.....	1	Holland Landing.
293	Dr. J. W. R. Williams.....	1	Iroquois.
294	Rev. James Harris.....	3	Kemptville.
295	Rev. Walter Inglis.....	2	Kincardine.
296	Not reported.....	3	Merrickville.
297	James Bowie.....	1	Mitchell.
298	Not reported.....	2	Morrisburgh.
299	Rev. W. B. Lauder.....	3	Napanee.
300	H. W. Spafford, M. D.....	1	Newburgh.
301	Rev. Henry Brent.....	1	Newcastle.
302	Rev. William Schmidt.....	1	New Hamburg.
303	J. Bentley, M.D.....	2	Newmarket.
304	Rev. George W. Colson †.....	2	Oshawa.
305	Andrew Irving.....	1	Pembroke.

† Local Superintendents for 1861, and supposed to be acting still, as no notice has been received by the Department of any other appointments for 1862.

Local Superintendents of Schools in the several Villages.—(Continued.)

Names.	No. of School Sections, 1862.	Municipalities.
(4.) THE INCORPORATED VILLAGES.—(Continued.)		
306 Rev. Francis W. Debbs.....	2	Portsmouth.
307 Otto Klotz.....	3	Preston.
308 Rev. Wm. Lochead, Jr.	1	Renfrew.
309 Not Reported.....		Richmond.
310 Rev. Wm. Aitken.....	1	Smith's Falls.
311 Rev. D. Waters.....	1	Southampton.
312 T. F. English, M. D.....	1	Stirling.
313 Rev. Wm. Cavan.....	1	St. Marys.
314 Dr. J. Hyde.....	1	Stratford.
315 William P. Laird.....	1	Strathroy.
316 Wm. Hope.....	2	Streetsville.
317 James Beatty.....	4	Thoreld.
318 H. W. Delany.....	3	Trenton.
319 J. Newcomb.....	1	Vienna.
320 Moses Springer.....	1	Waterloo.
Same as No. 165.....	2	Welland.
321 Charles V. Berryman, M. D.....	1	Yorkville.

No. 2.—SUMMARY OF MUNICIPALITIES AND SCHOOL SECTIONS IN UPPER CANADA.

	School Sections, 1861.
(1.) 408 Townships.....	3932
(2.) 5 Cities.....	50
(3.) 36 Towns.....	93
(4.) 48 Incorporated Villages.....	79
497	Total..... 4154

No. 3.—STATEMENT OF THE RELIGIOUS PERSUASIONS OF THE LOCAL SUPERINTENDENTS OF COMMON SCHOOLS WHO ARE CLERGYMEN.

Church of England.....	37	Congregationalist.....	3
do Rome.....	2	Methodist.....	20
Presbyterians.....	63	Not ascertained.....	9
Baptist.....	3		
Clerical Superintendents.....			142
Lay do and those not reported.....			179
Total number of Local Superintendents.....			321

(No. 35.)

RETURN

To an Address from the Legislative Assembly of the 28th April
“For Copies of Papers relating to Construction of Malbaie
“Court House and Gaol.”

By Command.

SECRETARY'S OFFICE,

Friday, May 30th, 1862.

*[In accordance with the recommendation of the Joint Committee on Printing,
the above Return is not printed.]*



RETURN

To an Address of the Legislative Assembly, dated 31st May, 1862, "for papers relative to Matapedia Road."

By Command.

A. A. DORION,

Secretary.

Secretary's Office,
2nd June, 1862.

[Copy.]

CANADA—No. 36.

DOWNING STREET, 28th December, 1861

MY LORD,—I have the honor to inform you that, as a large portion of any forces destined for Canada during the winter must reach the St. Lawrence by way of New Brunswick, it has been judged important, in order to be prepared for every contingency, to possess a second line of communication in addition to the one by Lake Temiscouata. The Secretary of State for War has therefore determined upon taking measures for opening up a road by the Metapedia from the Bay of Chaleurs to the River St. Lawrence. He has engaged for that work Mr. Light, a civil engineer already acquainted with the country, and has associated with him, Colonel Shadwell, assistant Quartermaster General, and Brevet Major Burnaby, of the Royal Engineers.

The Report of the Commissioner of Public Works, in Canada for the year ending the 31st December 1860, shows that a connection of the Bay of Chaleurs with the St. Lawrence by way of the Metapedia, following a better direction than the old Kempt road, was at that time in the contemplation of the Canadian Government.

The Secretary of State for War has given directions that the line thus proposed should be followed, if the adoption of it should be free from Military objection and should entail no delay.

The paramount object of Her Majesty's Government in the present emergency is to provide for the security of the British Provinces; there is no time for previous consultation with the resident authorities, and they will adopt without hesitation whatever measures appear to them essential for the public safety. But if any works thus undertaken for temporary purposes should prove conducive to objects of permanent local utility, especially if already approved of in principle by the proper authorities, Her Majesty's Government do not doubt that the Provincial Government would be willing at the proper time to consider any application to them to assume some share of an expenditure which may have realized valuable Provincial undertakings. This question, however, does not arise at present, and I only address this despatch to you in order that you and your Government may be duly informed of the different measures in progress for keeping up the communications with Canada, and securing an additional access, if necessary, to any future reinforcements required during the winter.

I have, &c.,

(Signed,)

NEWCASTLE.

Viscount Monck, &c., &c., &c.

[Copy.]
No. 12:

QUEBEC, 14th January, 1862.

MY LORD DUKE,—I have the honour to acknowledge the receipt of your despatch of the 26th ult., No. 36, in reference to the decision arrived at by the Secretary of State for War to open a second line of communication from Canada to Nova Scotia through New Brunswick, independent of that by the Lake Temiscouata.

I will not fail to communicate the contents of your Grace's despatch to the Ministers of the Crown in this colony, and I trust that the several authorities here will meet the Imperial Government in a liberal spirit when the time comes for deciding the share to be respectively borne by Great Britain and Canada, of the cost of works undertaken for a particular object, but which incidentally accomplish ends of general benefit to the colony.

I have, &c.,

(Signed,)

MONCK.

His Grace the Duke of Newcastle, K. G.,
&c., &c., &c.

[Copy.]
No. 15

QUEBEC, 22nd January, 1862.

MY LORD DUKE,—In reference to Your Grace's despatch of the 28th ult., No. 36, respecting the decision arrived at by the Secretary of State for War, to open a second line of road through New Brunswick to Halifax, starting from Metis on the gulf of St. Lawrence, and informing me that Mr. Light, a civil engineer, Colonel Shadwell, Assistant Quartermaster General, and Brevet-Major Burnaby, of the Royal Engineers, had been sent from England to take charge of the work, I have the honour to state for Your Grace's information that having regard to the change which has taken place in our relations with the United States, I have taken on myself the responsibility of giving directions that the work in question should not be commenced until further directions shall have been received from your Grace.

From all the information I had been able to acquire, I had come to the conclusion that very little, if any, progress could be made with the work during the continuance of winter weather, and that any work executed during that season would be done at a cost entirely disproportioned to its value.

I had also learned that General Rumley was very anxious that no part of the force now employed by him in transporting troops and stores through New Brunswick should be diverted from that necessary work, which must have been done had the road been proceeded with.

It must also be remembered that this road is required only during the winter season for the purpose of communicating with Halifax, and that it is very doubtful whether any outlay of money would enable us to make it fit for traffic before the spring sets in.

This view of the matter suggests to me a mode of action in reference to this subject which I beg leave to submit for your approval.

The Provincial Government, as Your Grace is no doubt aware, intend to complete this road, of which they have already made some fifteen or twenty miles, but they are making it for summer communication, and therefore at a considerable cost. It occurs to me that if in the spring Your Grace would authorize me to have the entire line *opened and cleared* at the Imperial expense, an operation involving comparatively small outlay, the Provincial authorities might then complete the making of the road at their leisure, and should it become necessary next winter to have a second line of communication through New Brunswick the clearing which had been made in the spring would be available for that purpose, and practically would form a winter road.

The snow winter roads in this country do not require a substratum of hard metting under them; in point of fact they are often carried across the open fields in preference to following the course of the summer roads, and therefore, for the purposes of winter commu-

nication, no further preparation is necessary than to have a track opened and cleared through the bush and made tolerably level.

I trust Your Grace will consider the reason I have given, a sufficient justification of my conduct in departing, in the altered circumstances in which I found myself placed, from the letter of Your Grace's instructions.

I have, &c.,

(Signed.)

MONCK.

His Grace the Duke of Newcastle, K. G.,
&c., &c., &c.

[Copy.]

CANADA—No. 61.

DOWNING STREET, 22nd February, 1862.

MY LORD,—I have the honor to acknowledge the receipt of Your Lordship's despatch, No. 15, of the 22nd of January, explaining the grounds on which you decided to defer the commencement of the road between Metis and New Brunswick until you should receive further instructions from Her Majesty's Government. I referred your despatch to the Secretary of State for War, and I enclose a copy of a letter in which he acquaints me that, deferring to the reasons given by you for the postponement of the undertaking till the summer, he has given directions accordingly to the Lieutenant Generals commanding in Canada and Nova Scotia. In the meantime, I have to request that your Lordship will furnish me with the estimate required by Secretary Sir G. Lewis of the cost which the opening and clearing of the road in the spring would devolve on Her Majesty's Government, and I shall at the same time be glad to be favored with your Lordship's opinion how far it may seem to you that the circumstances render it expedient for the War Department that the services of Mr. Light should be retained.

I have, &c.,

(Signed.)

NEWCASTLE.

Viscount Monck, &c., &c.

[Copy.]

WAR OFFICE, 15th February, 1862.

SIR,—I am directed by the Secretary of State for War to acknowledge the receipt of your letters dated 8th and 11th instant, with enclosures from the Governor of Canada on the subject of opening the road from Metis through New Brunswick to Halifax.

In reply I am to request that you will acquaint the Duke of Newcastle that Sir George Lewis, deferring to the reasons stated by Lord Monck in favor of the postponement of this undertaking until the summer, has given directions to the Lieutenant Generals commanding in Canada and Nova Scotia accordingly.

His Grace is aware, from my letter of the 24th December, that Her Majesty's Government is under an engagement to pay Mr. Light for his services in connection with this work, a salary of £100 a-month, and the question arises whether it will not be expedient, under the circumstances of this postponement, that an end should be put to the continued employment of this gentleman,—on the other hand, it is probable that his services would be found of very great value whenever the work is proceeded with, and I am directed to suggest this for the consideration of His Grace. Referring to the recommendation of Lord Monck that steps should be taken in the spring for opening and clearing the road at the Imperial expense, leaving it to the Provincial Government to complete the road at its leisure by metalling it for more permanent use, I am to request that you will move the Duke of Newcastle to obtain from Lord Monck an estimate of the proportion of the cost which would thus devolve on Her Majesty's Government, because, if this should not be considerable, it might be desirable that Mr. Light should not be brought home for the present.

I have, &c.,

(Signed.)

EDWARD LUGARD.

T. F. Elliot, Esq., &c., &c.

[Copy.]
No. 47.

QUEBEC, 14th March, 1862.

MY LORD DUKE,—I have the honor to acknowledge the receipt of Your Grace's despatch, No. 61, of 22d February, enclosing a copy of a letter from Colonel Lugard in reference to the proposal for opening an additional line of road connecting Halifax with this Province by Metis and Ristigouche.

In obedience to Your Grace's wishes, I have had estimates made of the probable expense of completing this line of communication as a winter road, both by the officer of the Canadian Board of Works and by Mr. Light, the civil engineer sent out by the War Department for the purpose of making this road, and I enclose them in this despatch. I may remark that Mr. Light's estimate is made in pounds sterling, and that of the Board of Works in dollars.

Your Grace will observe from the accompanying report of the Board of Works, that a very great portion of the work required to be done has been already executed by the Canadian Government, and that the labour and cost of accomplishing the remainder will be much less than Mr. Light supposed.

I presume he has not seen the road for sometime past, and is therefore not aware of the amount of work which has been done upon it, and hence the very large discrepancy between his estimate and that supplied by the Board of Works.

The estimate for putting up the telegraph wire is that for which I believe it can be done by any contractor.

I have also obtained, as Your Grace will see, from Mr. Light, an estimate of the cost of erecting huts for the shelter of troops. This will be necessary on this line of road, if it should become desirable to use it for the transport of soldiers, as the country through which it passes is, in a great measure, uninhabited.

I should be glad to be favored, as soon as possible, with the decision of Your Grace and the Secretary of State for War on the subject of this road, as the time is very rapidly approaching when it ought to be commenced, if it should be decided to have the work performed during next summer.

In reply to Your Grace's inquiry as to my opinion with respect to the expediency of retaining the services of Mr. Light for the purposes of these works, I beg leave to say that I think the supervision of the works on the road can be most advantageously undertaken by the officers of the Provincial Board of Works, who will have to complete the road for the purpose of summer traffic. The Telegraph will be contracted for, I am informed, by the Montreal Telegraph Company, if it should be considered expedient to employ them, and I should think there would be little difficulty experienced in having the huts erected, should Your Grace and Sir G. Lewis consider them requisite. Under these circumstances, I do not think the additional advantages which would be gained by retaining the services of Mr. Light, would be sufficient to justify me in recommending the increased expenditure which would be necessary for that purpose.

I have, &c,

(Signed,)

MONCK.

His Grace the Duke of Newcastle, K.G.,
&c., &c., &c.

[Copy.]
No. 98.

DOWNING STREET, 25th April, 1862.

MY LORD,—With reference to your Lordship's despatch, No. 47, of the 14th March I have the honor to transmit to you, for your information and guidance, the accompanying copies of two letters from the War Department.

From these letters you will perceive that the Secretary of State for War is willing to afford the assistance of military labour, and of the superintendence of two officers of great ability and experience, in carrying on the construction of the Metis Road. In order, however, to prevent the possibility of mistake, I must distinctly explain to you, that in no case

is it intended that Her Majesty's Government should contribute towards the work by the payment of money.

In so far, therefore, as the road would be made by contract, it would require to be done exclusively by the Provincial Government, since, on the one hand, Her Majesty's Government could not undertake to contribute towards the pecuniary payment of the contractors; and, on the other hand, it would, for obvious reasons, be impossible that the Queen's Troops should be employed in order to execute work under the direction or for the benefit of private persons.

I have, &c.,

(Signed,)

NEWCASTLE.

Governor

The VISCOUNT MONCK,
&c., &c., &c.

[Copy.]

WAR OFFICE, 15th April, 1862.

SIR,—With reference to my letter of the 15th February, I am directed by the Secretary of State for War, to transmit to you for the information of the Duke of Newcastle, the enclosed copy of a letter, which Sir George Lewis has caused to be addressed to the Horse Guards, containing a suggestion that portions of the Troops stationed in British North America should be employed during the ensuing spring in clearing the road from Metis to New Brunswick, thereby giving effect to the proposal of Lord Monck, that the line should be opened at Imperial expense, leaving the completion of it on a more solid and permanent basis, to be undertaken by the Provincial Government in the summer, or at its leisure.

His Royal Highness the General Commanding-in-Chief having signified his approval of this employment of the Troops, I am to request that you will move the Duke of Newcastle to ascertain from the Governor of Canada, how far the Provincial Government is prepared to co-operate with Her Majesty's Government in the undertaking.

I have, &c.,

(Signed.)

EDWARD LUGARD.

Mr. Elliot.

[Copy.]

WAR OFFICE, 24th March, 1862.

SIR,—I am directed by the Secretary of State for War, to transmit to you the enclosed copy of a despatch from the Governor of Canada, explaining the grounds on which he had taken upon himself the responsibility of directing that the construction of the road between Metis and New Brunswick should not be commenced until further orders from Her Majesty's Government. In laying this despatch before the General Commanding-in-Chief, I am to request that you will state to H. R. H. that Sir G. Lewis attaches, in common with all the military authorities whose attention has been drawn to the subject, the greatest importance to the completion of the road; but, as it is apparent from Lord Monck's despatch, that the measure will not be accomplished without some aid from Her Majesty's Government, it has occurred to Sir G. Lewis that the shape in which this aid will be best afforded would be by offering the colony the assistance of military labour, and a certain number of superintending officers,—as, for instance, Colonel Shadwell and Major Burnaby, who are already on the spot, and whose services, now that the passage of the Troops through New Brunswick has been completed, can be readily devoted to this work.

By these means, and with the further aid of Mr. Light, who, as H. R. H. is aware, was sent out specially, some time since, with a view to this undertaking, Sir G. Lewis conceives that a considerable portion of this Road might be executed by military labour, the troops, of course, receiving working pay, while thus employed.

Sir George Lewis will, however, be glad to be favored with H. R. H.'s opinion respecting this proposal.

I have, &c.,

(Signed,)

EDWARD LUGARD.

M. Genl. Forster.

WAR OFFICE, 21st April, 1862.

SIR,—I am directed by the Secretary of State for War, to acknowledge the receipt of your letter dated 12th instant, with its enclosed despatch from the Governor of Canada containing Reports and Estimates from Mr. Light and the Canadian Board of Works respectively, relative to the expense of constructing the proposed line of communication between Canada and New Brunswick, *via* Matapedia. From my letter of the 15th instant, the Duke of Newcastle will have perceived that Sir George Lewis, in reliance on the Colonial Government bearing all other charges connected with the undertaking, is willing to afford the Government of Canada the assistance of Military Labour and of two Officers of great ability and experience (Colonel Shadwell and Major Burnaby), in the execution of this work. He is not aware that it will be necessary to do more at present than to refer Lord Monck to this announcement. But he concurs in the opinion expressed by His Lordship, that, as matters stand, it will be unnecessary to incur the expense involved in the continued employment of Mr. Light, and he requests, therefore, that the Duke of Newcastle will instruct Lord Monck, should His Lordship be still of the same opinion, to acquaint Mr. Light that his services are no longer required.

I have, &c.,
(Signed,) EDWARD LUGARD.

Mr. Elliot.

[Copy.]

No. 83.

QUEBEC, 12th May, 1862.

MY LORD DUKE,—I have the honour to acknowledge Your Grace's despatch, No. 98, of the 25th April, and enclosures in reference to the work proposed to be executed by Military labour on the Metis Road.

In his letter to Mr. Elliot, of the 15th April, Sir E. Lugard is directed by Sir George Lewis, to request that Your Grace would obtain from me, information as to "how far the Provincial authorities will be disposed to co-operate with Her Majesty's Government in the undertaking." In reply, I have the honour to state, for the information of Sir G. Lewis, that the Provincial Board of Works will place the surveys of the road, already made, at the disposal of the Military Authorities, and will send an experienced Engineer to act with Colonel Shadwell and Major Burnaby in the superintendence of the work. I have further to state, that no part of the work which has hitherto been executed on this road has been done by contract, so that no difficulties as regards payment would arise in the employment of the troops upon the proposed preparation of the roadway.

I have communicated to Mr. Light the decision of Sir G. Lewis, that his services would no longer be required in Canada.

I have, &c.,
(Signed,) MONCK.

His Grace

The DUKE OF NEWCASTLE, K.G.,
&c., &c., &c.

RETURN

To Address of Legislative Assembly, for a Statement in detail of the manner, the time and the place or places at which the sum of \$20,000, which will be found among the items of supply for 1857, as having been voted for expenditure "towards pier and harbor works for shelter on Lake Erie, for that year," has been expended, the authority under which such expenditure was made, the nature of the work performed, and whether such work was executed under contract or otherwise, the person or persons to whom the money was paid, and under whose superintendence the disbursements were made; together with copies of all correspondence between the Department of Public Works or any other of the Departments of the Government, and any person or persons who may have interested himself or themselves about the expenditure of the said sum of \$20,000.

LEGISLATIVE ASSEMBLY,
Monday, 5th May, 1862.

APPROPRIATION TOWARDS PIER AND HARBOR WORKS FOR SHELTER ON LAKE ERIE FOR THIS YEAR, \$20,000,—20 Ch. 77, 1857.

1857.		£	s.	d.
Sept. 30.....	J. F. McDonald, Salary as Engineer, August, 1857.....	30	0	0
Dec. 31.....	George Molloy, as Sup't Port Stanley Harbor, 4th April to 31st Dec., 1857.....	145	12	6
Sept. 30.....	F. P. Rubidge, travelling expenses.....	10	0	0
Dec. 31.....	John Page, Surveys of Lake Erie coast.....	17	19	9
	Port Bruce Harbor Company, work done.....	500	0	0
		£705 12 5		
July 23.....	James Cotton, Port Stanley, per order in Council.....	4296	7	9
		£5000 0 6		

NOTE.—For further information, refer to General Report of Public Works, for 1857, pages 14 and 51.



RETURN

To an ADDRESS from the LEGISLATIVE ASSEMBLY, dated 8th April, 1862, asking for a Statement of the New Offices created since 1861, in the Public Offices.

(By Command.)

A. A. DORION,
Secretary.

Secretary's Office,
Quebec, 2nd June, 1862.

PROVINCIAL SECRETARY'S DEPARTMENT.

No new office has been created in this Department since 1861. No increase of pay has been given, except the £10 a year granted by the Civil Service Act, to Messrs. W. Herbert Jones, Charles John Birch, George S. Bertrand, and Henry R. Glackmeyer.

EXECUTIVE COUNCIL OFFICE.

No new office has been created in this Department since 1861. The only increase of salaries was that to Mr. Moore A. Higgins, increased from £350 to £400 per annum.

ATTORNEY GENERAL EAST.

No new office has been created in this Department. Increase of salary,—George Futvoye, \$200 per annum, to keep registers of sureties for Public Officers in Lower Canada, and

— Joseph A. Defoy, \$100 per annum, for extra services. (*)

DEPARTMENT OF PUBLIC WORKS.

New Appointments.

Serenus Ferland,—Private Secretary to Commissioner,—June 27th, 1861,—\$700.

Pierre Labelle,—Inspector of Public Works,—January 4th, 1862,—\$1,400.

S. McLaughlin,—Photographer,—September 24th, 1861,—\$800.

Gaspard Drolet,—Assistant Book-keeper,—February 24th, 1862,—\$1,400.

Henri Potvin,—Messenger, to re-place St. Pierre,—June 22, 1861,—\$450.

Increase of Salaries.

J. F. N. Bonneville, January 1, 1862.....	\$ 80 00	per annum
Henry Jackson, " "	80 00	"
J. R. Arnoldi, " "	70 00	"
H. A. Fissiault, " "	196 25	"
James Walsh, " "	182 50	"

(*) The above increases were made for additional services requiring to be done out of the usual office hours.

Pierre Gauvrcau, January 1, 1862	.....	\$305 00	per annum
L. P. Gauvrcau,	“ “	276 00	“
G. T. Pemberton,	“ “	270 00	“
Joseph Larosc, — July 1st, 1861	.....	23 86	per month.
M. Hutcheson,	“ “	16 66	“
George B. Pelham,	“ “	23 33	“

RECEIVER GENERAL'S DEPARTMENT.

No new office has been created in this Department since 1861. No increase of salary during that period. John B. Harington Neeve was employed on the 15th September last, at \$2 per diem, and is still employed.

INSPECTOR GENERAL'S DEPARTMENT.

Audit Office.—No new appointment since 1861.

The following salaries have been increased in accordance with the provisions of the Civil Service Act :—

C. Cambie,—from \$1,200 to \$1,360.
T. D. Tims,—from 1,200 to 1,320.
C. Green,—from 1,000 to 1,060.
J. Patterson, from 1,000 to 1,060.
C. E. Barber, from 1,000 to 1,060.

CUSTOM'S DEPARTMENT.

Increases under Civil Service Act.

J. W. Peachy, Corresponding Clerk, Head Office.	Present Salary,	\$1360.	Increase,	\$160
J. R. Audy, Seizure.	“	1360.	“	160
H. H. Duffill, Check.	“	1360.	“	160
L. O'Brien,	“	1360.	“	160
P. Shepperd,	“	1060.	“	60
G. E. Mailloux,	“	1060.	“	100
T. J. Tachereau, Collector, Port of Beauce.	“	400.	“	100
H. Van Allen, Landing Waiter, Belleville.	“	600.	“	200
D. Graham, Collector, Bytown.	“	1500.	“	100
A. Douglas, Surveyor.	“	900.	“	100
A. Heney, Landing Waiter,	“	560.	“	60
J. Little,	“	500.	“	50
J. E. Fitch, Surveyor, Clifton,	“	900.	“	100
E. A. Stott, Clerk,	“	760.	“	160
J. G. Pennefather, Surveyor, Chatham,	“	700.	“	52
W. S. Williams,	“ Coaticook,	800.	“	100
Thos. Cotton, Collector, Credit,	“	700.	“	75
Jas. Clark, Clerk, Dalhousie,	“	700.	“	100
C. R. Ellis, Landing Waiter, Dalhousie,	“	500.	“	100
O. Schuyer,	“ Fort Erie,	600.	“	100
R. Radcliff,	“ “	500.	“	100
J. H. McVey, Collector, Georgeville,	“	600.	“	100
J. W. Mills, Surveyor, Hamilton,	“	1400.	“	200
William Beaty, Chief Clerk, Hamilton,	“	1200.	“	200
J. L. Smith, Clerk,	“	800.	“	100
Chs. Sewel,	“	800.	“	250
F. Shepperd,	“	800.	“	250
Jno. Birss,	“	800.	“	250

Jos. Wetherall, Landing Waiter, Hamilton.	800.	300	
Robert Macdonald, " "	600.	100	
H. Forbes, Surveyor, Hope,	850.	100	
Jas. Hopkirk, Clerk, Kingston,	600.	100	
J. B. Strathy, Collector, London,	1600.	400	
D. Cameron, Surveyor, London,	Present Salary, \$1000.	Increase, \$200	
R. Abbott, Appraiser " "	700.	100	
W. H. Austey, Clerk, " "	800.	50	
Jno. Scanlan, Landing Waiter, London,	560.	60	
R. Irvine, " " "	560.	60	
H. Fletcher, Tide Surveyor, Montreal,	1000.	100	
Chas. Selby, Clerk, " "	1200.	200	
F. Chrispo, Chief Clerk, " "	1600.	400	
T. E. Barry, Clerk, " "	1000.	200	
J. P. Purell, " " "	1000.	200	
W. Bleakly, " " "	1000.	250	
E. Villeneuve, " " "	600.	100	
J. Ormiston, Landing Waiter, Morrisburg,	600.	200	
C. Walsh, Collector, Oshawa,	800.	175	
J. C. Clute, Landing Waiter, Picton,	500.	100	
F. J. Parker, Collector, Potton,	600.	100	
J. D. Roblin, Landing Waiter, Prescott,	650.	150	
Wm. Armstrong, " " "	600.	100	
Wm. Gerald, " " "	600.	100	
W. Lee, " Quebec,	1000.	250	
C. Cazeau, " " "	1000.	100	
Jno. King, " Sarnia,	500.	100	
A. Munroe, Clerk, Toronto,	800.	200	
G. Henderson, " " "	1060.	60	
C. B. Mackay " " "	1040.	40	
J. Douglass, " " "	800.	200	
C. Ross, " " "	300.	200	
D. Delemar, " " "	800.	200	
B. Seaton, Collector, Sutton,	600.	100	
A. R. McGregor, Landing Waiter, Windsor,	500.	100	
J. C. Belleau, Collector, Gaspé,	[By order in Council.	1200.	300
J. J. Kavanagh, Clerk, " "	600.	200	
William Flynn, Preventive Officer, Gaspé,	300.	150	
J. Wilson, Collector, Sault Ste. Marie,	700.	200	
W. McGowan, Lan'g. Waiter & Sub. Colctr, Georgeville,	475.	75	

New Appointment.

George Perry, Landing Waiter, appointed 6th July, 1862, by Governor General—
Stationed at Cobourg.—Salary, \$400.

ATTORNEY GENERAL, CANADA WEST.

No new office created either in this or the Solicitor General's West, Department, since 1861. No increase of salary.

DEPARTMENT OF MINISTER OF MILITIA AFFAIRS.

No new office created in this Department, with the exception of the appointment of "Minister of Militia Affairs," to which no salary is attached.

No official in the Department of Minister of Militia Affairs receives a salary as such.

INSPECTOR GENERAL'S OFFICE.

No new office created in this Department, since 1861.

The following have received an increase of salary, as stated:—

N. Godard, Chief Clerk and Pro'l. Book-keeper.	Present Salary, \$1800.	Increase, *\$200
A. Cary, Book-keeper.	1600.	" * 400
F. G. Scott, 1st. Class Clerk	1360.	" † 160
C. J. Anderson, "	1200.	" * 360
R. W. Baxter, 2d.	1000.	" * 160
G. S. Lay, "	880.	" † 40
R. H. Mackay, "	880.	" † 40

BUREAU OF AGRICULTURE, EMIGRATION AND STATISTICS.

Bureau of Agriculture and Statistics.

No new offices have been created in these Departments, nor any increase of salaries made, since 1861.

Emigration Department.

The following are the new offices created in this Department,—the name of the officer, —present annual salary,—and by whom appointed.

By Honorable C. Alleyn, Acting Min. of Agriculture.

J. H. Charlton, Emigration Agent to Ireland,	\$1200, with travelling expenses.
E. H. Verret, " " West of Europe, " "	" " " "
J. A. Donaldson, " " North of Ireland, " "	" " " re-appointed.
† Gaspard Drolet, Assistant Emigration Agent,	\$1400.
Laurence Stafford, " " " "	" " " "
James McKenna, " " " "	Salary increased from \$700 to \$800 per annum, by authority of Provincial Secretary.

CROWN LANDS DEPARTMENT.

New offices created, in connection with Crown Lands, with the names of those whose salaries have been increased.

William Spragge, Deputy Supt. Indian Affairs,—present salary, \$2000,—Appointed, 17th March, 1862,—Increase, \$160.
Thomas Hector, 1st Class Clerk,—present salary, \$1610,—appointed 17th March, 1862,—increase, \$115, (promoted to vacancy).
H. F. Hayward, Draughtsman, \$2.50 per diem. Transferred from P. O. Department.
W. O'Kane, Junior Clerk, office of Collector of Timber Dues, Quebec, \$200 per season. Appointed 1st June, 1861.
Wm. Lamb, Asst. to Crown Timber Agent, Three Rivers,—salary, \$400,—appointed 2nd September, 1861.
W. Farwell, Crown Land Agent, Compton East,—salary, \$600,—Appointed Sept. 20, 1861.
L. Labrecque, " " Commission, 26th April, 1861,—commission on amount collected.
J. B. Lepage, Crown Lands and Elgin and Taché Road Agent, Rimouski,—\$4 per diem,—appointed 1st June, 1861.—Mr. Lepage was both Land and Road Agent since December, 1855; but only received pay as Road Agent since 1st June, 1861.
G. G. Boswell, Bobcaygeon Road,—\$4 per diem,—appointed 4th December, 1861.—Free Grant Agent.
T. Graham, Burleigh Road,—\$4 per diem,—appointed 31st May, 1861.—Free Grant Agent.

* By promotion, in consequence of two deaths occurring.

† Under Civil Service Act.

‡ M. Gaspard Drolet addressed the Bureau on the 12th instant, stating that having accepted another office, he was unable to accept the above.

POST OFFICE DEPARTMENT.

New Offices.

Francis Clemow, P. O. Inspector, 2nd class, Ottawa,—salary, \$1600,—owing to increase of Post Offices and business, it was necessary to set off an additional Inspector's division.
 Ogle R. Gowan, ditto, Toronto,—salary, \$1600,—specially to inspect Money Order Offices.
 John Hopkins, Clerk P. O. Inspector, Ottawa,—salary, \$600.
 J. J. Nudel, “ “ “ Toronto,— “ 500.
 Andrew Thompson, Railway Mail Clerk,—salary, \$480,—Sarnia section of G. T. Railroad.
 Benjamin Michaud, “ “ “ 480,—Quebec and Richmond section of G. T. Railroad.
 Alfred Aubert de Gaspé, assistant to P. O. Inspector at Quebec,—salary, \$1000.—Previously Foreign Mail Clerk at same salary. Increase in number of Post Offices and general business, Quebec division, required this additional force.

Increases of Salary, Post Office Department.

J. C. Stewart, from \$900 to \$1200,—1st August, 1861.—By Statute, on promotion from 2nd to 1st class.
 G. J. Mason, “ 720 to 900,—19th Nov., 1861.— “ “ 3rd to 2nd “
 H. J. Garrett, “ 500 to 600,— “ “ “ “ 4th to 3rd “
 G. H. Holt, “ 500 to 600,—1st Decr., 1861.— “ “ “ “ “
 R. W. Barker, “ 500 to 600,— “ “ “ “ “ “ “

(No. 38.)

RETURN

To An Address from the Legislative Assembly, dated 14th May, instant,
 “ for copies of papers relative to Inquests held by Mr. E. Boudreau,
 “ Coroner for Saguenay.”

Secretary's Office,
 27th May, 1862.

[In accordance with recommendation of Joint Committee on Printing, the above Return is not printed.]