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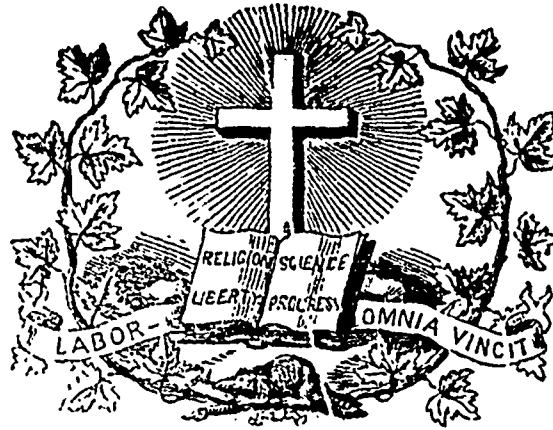
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# JOURNAL OF EDUCATION.

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**SUMMARY.**—CANADIAN HISTORY: The Fort George Massacre, (concluded).—Education: Arithmetic, by John Bruce, Esq., Inspector of Schools. (continued).—The Study of English Grammar.—Manliness and Success.—OFFICIAL NOTICES: Erection of School Municipalities.—Appointments: School Commissioners.—Trustees of Dissident Schools.—Diplomas granted by Boards of Examiners.—Situations wanted.—EDITORIAL: Meeting at Montreal and formation of an Association for the promotion and protection of the Educational interests of Protestants in Lower Canada. (concluded).—Extracts from the Reports of School Inspectors for 1861 and 1862.—Table of the distribution of the Superior Education Grant for 1863, as between Catholic and Protestant Institutions.

## CANADIAN HISTORY.

### The Fort George Massacre.

(Concluded.)

These preliminaries settled, M. de Montcalm sent proposals to the enemy, which, had they been accepted, would have saved a great deal of blood and sorrow. The following are very nearly the terms of the letter sent to M. Moreau (Col. Munro), the British officer in charge :

" Sir,—I come at the head of forces large enough to take possession of the place under your command, and to intercept any succour which might come to you from elsewhere. Among my followers is a crowd of savage tribes, whom any blood spilt might render deaf to any sentiments of mercy and moderation. My love of humanity induces me to ask from you a surrender, now that I may yet obtain from them terms of capitulation honorable to yourselves, and useful to all.—I remain, &c.

(Signed) "MONTCALM."

M. de Lévis' aide-de-camp, M. Fontbranc, was the bearer of this letter. The English officers, several of whom he knew, received M. Fontbranc with that courtesy customary between honorable men in times of war. But no surrender was granted. The reply ran thus :

" Monsieur le Général, I feel obliged to you in particular for the gracious offers you make. I fear not barbarous treatment. My men, like myself, are determined to conquer or die.—I am, &c.

(Signed) "MOREAU (Munro)."

This proud reply was accompanied with a salvo of guns. We were far from being able to answer. Before establishing a battery, we had to carry our guns through woods and over rocks, fully a mile and a half. Thanks to the voracity of our Indian allies, we were deprived of the use of our horses for this duty. Tired of salt meat, they had not hesitated to seize hold of them some days previously, killing and eating them, without taking counsel of any one except their stomachs. In the absence of beasts of burthen,

so many strong arms and loyal men set to work that the task was soon completed. During all this, I was lodged close to the hospital, a spot from whence I could easily afford to lend the help of my ministry to the dying and wounded. I remained there some time without having any news about my Indians. This silence caused me uneasiness. I was very desirous of assembling them once more, to inspire them with sentiments becoming religion, in the perilous position in which they were. I determined on going to seek them. The trip, over and above its length, was beset with perils. I had to pass by the trench where a soldier, close by me, had met his death, whilst examining the curious indenture a bullet had made on a tree. On my road, I must confess I was struck with the way the French and the Canadians performed the dangerous duties devolving on them. On seeing the joy with which they carried to the scene of danger felled trees and other siege implements, one would have imagined they considered themselves invulnerable against the incessant fire of the enemy. Such acts denote pluck and love of country, and this is the true character of the nation. I went all round without finding any one except a few stray squads of Abnauquis, so that my journey resulted in nothing except in shewing my good will. At that distance from my people I could be of but very little use to them; still I rendered some service to a prisoner, a Moraigan, whose tribe is favorable to, and mostly entirely under the dominion of Britain. This man's face was quite repulsive; an enormous head with small eyes, a heavy body and diminutive stature, thick and short legs: these traits and many others classified him amongst deformed men; nevertheless he was a human being, and as such entitled to the offices of Christian charity, being still more the victim of his looks than of misfortune. He was bound to the trunk of a tree, where his grotesque face attracted the curiosity of passers-by; jeers and taunts were his lot at first, then came blows: he was struck so violently as nearly to cause him the loss of an eye. Such conduct revolted me; I ran to the relief of this unfortunate, and pained by his misfortune, I authoritatively expelled from the spot idle spectators. I mounted guard near him a portion of the day, and played my part so well that I enlisted in his behalf his masters' (the savages) sympathies, so that the persecutions ceased without my remaining there. I do not know whether he felt grateful; he gave me only a wild glance; but independently of religion, I was more than compensated by the pleasure I had experienced in saving an unhappy being. There were plenty of other unfortunates. Every day Indian skill and bravery added to their numbers, in the shape of prisoners. The enemy could not stir out of the fort without meeting captivity or death. The following will show: an English woman took into her head to go in quest of vegetables, in a cultivated patch close to the ditch of the fortress; her daring cost her dear. A savage, secreted in a cabbage bed, saw her and shot her dead. The enemy tried in vain to remove her body; the victor stood sentry all day long, and finally scalped her.

In the meantime, the savages got very desponding at not hearing any shots fired from the *big guns*, as they called our cannon. They

grow impatient at not being allowed to carry on the war alone. To satisfy them, we had to hasten to begin the siege and to mount our first battery. When it opened for the first time, the whole mountains resounded with their yells and joyous cries. We were dispensed during the operations from taking much trouble to ascertain the effect of our firing; the wild yells of the Indians soon carried this information in every direction. I seriously thought of changing my quarters; the distance which intervened between them and where my neophytes were, left me no duties to perform, but before this change took place an alarming incident occurred. The frequent trips which the enemy made during the day towards their boats made us suspect some grand move was in contemplation. A rumor got abroad that they intended to burn our war and commissariat supplies. M. de Launay, captain of a French regiment of grenadiers was instructed to watch over the boats which contained them. The skilful measures he had devised rendered it almost a subject of regret to us that the enemy did not show himself. I, subsequently to this, joined my Abnauquis and remained with them during the remainder of the campaign. Nothing of note took place for some days, except the promptitude with which the siege operations progressed. Our second battery was erected in two days. This was for the Indians the occasion for a new holiday, which they celebrated in a style befitting warriors. They were constantly hovering around our gunners, whose skill they admired. Nor was their admiration barren in results. They were resolved to make themselves useful in every way; undertaking to act as gunners, and one in particular got very expert. A savage having himself pointed a gun, struck exactly a retreating angle, on which he had been told to take aim. He however declined trying a second shot, alleging that as he had at the onset attained to perfection, he ought not to risk his reputation on a second attempt. But what seemed to astonish the savages most in our siege operations was the several zigzags of a trench which, like subterranean passages, are so useful in protecting the besiegers from the fire of the besieged. They witnessed with unbounded curiosity the finish and perfection which the French grenadiers bestowed on their works. The force of example soon induced them to set to, with pick and hoe, to open a trench towards the fortified rock, a task confided to them. They soon had extended the trench so far that they got within gun-shot. M. de Villiers, brother to M. de Jumonville, an officer whose name alone indicated merit, took advantage of this trench to march up with a detachment of Canadians in order to open fire on the outer defences of the enemy. The action was sharp, long and bloody for the enemy, who abandoned these outer works;—the chief entrenchments would also have been carried that day if their capture could have ensured the fall of the place. Each day was signalised by some brilliant feat of arms, either by the French, the Canadians or the savages. In the meantime the enemy held out resolutely, buoyed up with hopes of a prompt relief. A trivial occurrence which happened then ought to have greatly decreased these hopes. Our scouts met in the woods three messengers, who had left Fort Lydis (Edward): they killed the first, captured the second, and the third escaped by swiftness of foot. A letter was discovered in a hollow bullet concealed on the body of the dead messenger with so much art, that none save a soldier experienced in these matters could have detected it. This letter was signed by the commander of Fort Lydis, and addressed to the commander of Fort George. It contained the summary of the confession extorted from a Canadian, made prisoner on the first night of our arrival. He had stated that our army consisted of 11,000 men, and our Indian allies of 2,000, with most formidable artillery. This was erroneous, and our forces were considerably over-estimated. But the error did not proceed from fraud, which, however useful it can be to any country, cannot be pardoned by an honorable man, be he ever so patriotic. Until this campaign, the largest armies from Canada had rarely exceeded 800 men; surprise and wonder magnified ours to those unaccustomed to see considerable ones. I have often, during the campaign, witnessed greater illusions in this way. The commander of Fort Lydis concluded his letter by informing his colleague that the interest of the king, his master, did not permit him to send any soldiers from the fort: that it was his duty to capitulate and make the best of terms.

The best use Montcalm fancied this letter could be applied, was to have it delivered to its address by the surviving despatch-bearer, who had been captured. The English officer (Munro) thanked him, and hoped he would continue to act with the same courtesy. This act either indicated that he was joking, or else a prolonged resistance. The actual state of the place did not presage the latter: one-half of its batteries dismounted and rendered useless by our guns; terror amongst the besieged, whose courage was only kept up by rum; finally, frequent desertions—all combined to show

that surrender was close at hand. Such was the opinion of deserters, who would have come in crowds had not our Indian allies increased the perils attending such a feat.

Amongst those who sought refuge in our ranks, there was an individual belonging to a neighboring republic, our faithful ally, who enabled me to claim him soon, as a returned son of the church. I visited him soon at the hospital, where he lay wounded. On my return, I noticed a general movement in all quarters of the camp—French, Canadians and Indians, all ran to arms. The rumor of the arrival of succor to the enemy had caused this commotion. Amidst alarm, M. de Montcalm, with that coolness which marks a master mind, made arrangements for the safety of our trenches, of our batteries and boats, and then left to head the army. I was quietly seated at the door of my tent, from which I could see our troops go by, when an Abnauquis put an end to my contemplative mood, by unceremoniously saying to me: "*Father, you pledged yourself that no danger would deter you from coming to administer to us the rites of your religion; do you think our wounded men could come to you from the battle-field, across these mountains? We now start to fight, and look to you to fulfil your promise.*" This strong appeal made me forget my fatigues. I took my position with alacrity in front of our regiments. After a forced march, I arrived at a spot where my people, in front of all the troops, were waiting for the battle to begin. I deputed, on the spot, messengers to bring them all together, and gave them a general absolution before meeting the enemy; but no enemy came. M. de Montcalm, in order not to lose the advantage of his preparations, sought to bring them out by the following stratagem. He proposed that the French and Canadians should simulate a fight, whilst the Indians, secreted in the woods, should lie in wait for the enemy, who would assuredly make a sortie. Our Iroquois approved of the plan, but alleged that the day was too far gone. The other savages were in favor of the *ruse de guerre*, but the excuse of the Iroquois prevailed; so that all had to withdraw without seeing anything more than the preparations for a fight. At last, the next day being the eve of the *fête* of Saint Lawrence and the seventh after our arrival, the trenches having been pushed as far as the gardens, we were just going to mount our third and last battery. The closeness of the fort led us to hope that in three or four days it might be assaulted by all our forces, and breached; but the enemy saved us the trouble and danger: they hung out the white flag, and asked to surrender.

We are now drawing near to the capitulation of the fort, and to the bloody catastrophe which ensued. No doubt that every corner of Europe has echoed with the news of this melancholy event, whose odious character (unexplained) is calculated to cast a stigma on France. Your equity will soon be in a position to decide whether this horrible charge rests, or not, on malignity or on ignorance of the facts. I shall merely adduce circumstances so public and so incontrovertible, that I can even, without fear of contradiction, appeal to the testimony of the English officers who saw them and suffered from them. The Marquis of Montcalm, before granting any capitulation, had thought proper, in order to have the capitulation respected, to consult all the Indian tribes present. He assembled all their chiefs, and laid before them the terms of the surrender; it granted to the garrison the right to march out of the fort with all the honors of war, imposing on them the obligation not to serve for eighteen months against the King of France, and to release all the Canadians made prisoners during this war. These terms received general assent and approbation, and were signed by the generals of both armies. Consequently, the French army, drawn up in line of battle, advanced towards the fort, to take possession of it in the name of His Most Christian Majesty, whilst the English troops, in good order, left it to go and post themselves, until the next day, in the retrenchments. Their march was not interrupted by a violation of the rights of nations. But soon the savages gave good cause of complaint. Whilst the French were entering the fort, the savages had crowded in numbers, in its interior, by the port-holes, in order to plunder, as plunder had been promised to them, but powder did not suffice. Several sick being too ill to follow their friends in their honorable capitulation, had remained in the casemates; these fell victims to the unmerciful cruelty of the savages: they were butchered in my presence. I saw one of those fluids issue from one of those pestiferous casemates, which thirst of blood alone could have induced him to enter, bearing triumphantly in his hand a human head all bloody; he would not have been more proud of the richest trophy imaginable.

This was but the prelude to the tragedy to be enacted on the morrow. At daybreak the Indians crowded round the defences. They began by asking the English for all the effects, provisions and valuables which their covetous eyes could detect; but their

demand was made in terms indicating that a refusal would be attended with a thrust from a lance. Everything was given up instantly, even to the wearing apparel in actual use. This condescension was calculated to soften the mind, but an Indian's heart is not like the heart of ordinary men; you would fancy that Nature itself has intended it as the seat of inhumanity. A detachment of 400 French regulars arrived to protect the retreat of the British. The English fled off. Alas for those who could not follow, or lagged behind from the main body! Their corpses strewed the soil and the interior of the works. This butchery, which at first had been attempted by a few Indians only, was the signal on which all the rest became like so many infuriated wild beasts. They struck right and left with their war-axes at those within their reach. The massacre, however, was not so great, nor did it last as long, as their fury would make one fancy; it attained to some forty or fifty cases. The patience of the British, who contented themselves with bowing their heads under the hatchets of their executioners, appased it all at once, without bringing back reason and justice amongst them. Amidst incessant yells, the savages continued to make prisoners.

I arrived at that moment. It is more than man can do to possess insensibility in such heartrending scenes. The son wrested from a father's arms, the daughter violently separated from a mother's embrace, the husband dragged from his wife's bosom, officers despoiled of every garment except their shirt, without regard to their rank or to common decency: crowds of unfortunate beings rushing wildly, some towards the French tents, some towards the fort,—in fact filling up any place likely to afford shelter; such was the doleful spectacle which broke on my sight. In the meantime the French were neither idle nor indifferent spectators of the catastrophe. The Chevalier de Lévis hurried wherever the tumult was the greatest, with the courage dictated by clemency and natural to so illustrious a name. A thousand times he braved certain death, from which he would not have escaped, notwithstanding his rank and merit, without the interposition of a special Providence, which withheld the arm ready to strike. The French officers and the Canadians followed his example, with a zeal worthy of the humane treatment which has always characterized this nation, but the bulk of our forces, employed in guarding our batteries and the fort, was prevented by the distance from helping in this work. Of what avail could 400 men be against 1,500 infuriated savages who confounded us with the enemy? One of our sergeants who had actively resisted their cruelty, received a lance thrust which prostrated him. One of our French officers, in recompense of similar devotion, received a large wound which brought him to death's door: moreover, in those moments of alarm, no one knew which way to run. The measures seemingly the most judicious ended in a miserable failure. M. de Montcalm, who heard of these doings late, on account of the distance between his tent and the spot, as soon as informed of them, used such speed in coming there as proved the goodness and generosity of his heart. He seemed to be everywhere at once: prayers, threats, promises,—he tried everything; at last he resorted to force. The position and merit of Colonel Youn (Young) induced him to exert his authority and use violence to tear from the hands of a savage, (Colonel) Young's nephew. But, alas! the delivance of this young man cost the life to some prisoners, who were butchered on the spot, lest they too should be rescued alive. The tumult still continued, when some one thought of telling the British to march off "to the double quick." This plan succeeded. The savages, finding pursuit useless and having made some prisoners, desisted. The British continued unmolested their retreat on Fort Lydis, where they arrived, at first only three or four hundred strong. I cannot state the number of those who, having taken to the woods, succeeded in getting to the fort, guided by the report of the guns, which were, during several days, fired for their guidance.

The rest of the garrison had not, however, met with death, nor was it detained in captivity; several had saved themselves by retreating to the fort or to the French tents. It was at the latter place I went as soon as the tumult was over. A crowd of forlorn women bemoaning their fate, surrounded me; they threw themselves at my feet, kissed the skirt of my garment, uttering lamentations which were heartrending. Nor had I the power to remove the cause of their grief. They called aloud for their sons, their daughters and husbands, torn from them forever, as if I could restore them. An opportunity presented of lessening at least the number of these unfortunates. I eagerly availed myself of it. A French officer informed me that in his camp there was a Huron who had in his possession a child, six months' old, whom the savage would certainly put to death, unless I hastened to rescue it. I hurried to the savage's tent, and found him holding in his arms

the innocent victim, who was covering with kisses the hands of its executioner, and playing with some porcelain ornaments which hung about its person. This spectacle inflamed me with a new ardor. I commenced by awarding to the savage all the praise which was due to the bravery of his tribe. He saw through me at once.

"Here," said he civilly to me; "do you see this child? I have not stolen him; I found him stowed away in a hedge. You want him, but you shall not get him."

In vain I tried to convince him how useless it would be for him to attempt to retain the infant as his prisoner, as, from the want of proper nourishment, it was sure to die.

He produced some tallow to feed it with, adding: "That even if the child did die, he could always find a corner to bury it in; and that thou, I might, if I choose, give it my blessing."

I replied by offering him for his little captive a tolerably large sum of money. He declined; but consented in the end, if I would give him in exchange another British prisoner. I had made up my mind to seeing the negotiation end by the death of the child, when I noticed the Huron converse in the Indian dialect with another savage. Our dialogue had heretofore been carried on in French. This gave me fresh hope: nor was I disappointed. The result was that the child would be mine, if I gave in exchange the scalp of an enemy.

"You shall have it very shortly," said I, "if you will keep to your bargain." I ran to the Abnakis camp and asked the first savage I met, if he owned any scalps, and if so, that I would consider it a favor to be presented with one. He immediately, with much kindness, untied his wallet and allowed me the pick of scalps. Possessed with one of these barbarous trophies, I carried it triumphantly, followed by a crowd of French and Canadians, who were curious to see the end of this singular adventure.

Joy lent me wings: I ran in an instant to my Huron friend: "Here," said I, "here is your pay."

"You are right," said he; "it is really a British scalp; the hair is red!" (Red hair often distinguished the British colonist.) "Take the boy; he is yours."

I did not allow him time for a second thought, and seized hold of the child, who was mostly naked, wrapping him up in the folds of my robe. The little fellow was not accustomed to be so roughly handled, and uttered cries, which indicated as much awkwardness in me as pain with him. I consoled myself with the hope that he would soon be confided to more experienced hands. I arrived at the fort. The infant's wailings caused all the women to rush towards me; all hoped to find a lost child. They examined him eagerly, but neither their hearts nor their eyes could discover a son. They withdrew to vent again their grief in loud lamentations. My embarrassment was great to find myself with my charge, some forty or fifty leagues from any French settlement. How could I provide for so young an infant?

I was overwhelmed with my thoughts, when I happened to see passing by a British officer who spoke French fluently. "Sir," said I, "I have just rescued this child from captivity, but he is certainly doomed to die, unless you order some of these women to nurse it, until I find means to provide for him. The French officers present backed my prayer.

The British officer then spoke to the women. One offered to nurse the child if I would guarantee her life and that of her husband, and have them conducted safe to Boston via Montreal. I accepted these terms, and asked Mr. de Bourlamarque to allow me three grenadiers to escort the English to the camp of the Canadians, where I hoped to find means to fulfil my engagements. This worthy officer acceded to my proposal.

I was just in the act of leaving the fort, when the child's father turned up: he had been struck by a snell, and lay quite helpless; he entirely concurred in what had been planned to save the life of his child. I started with my English friends (1), escorted by the three grenadiers. After a fatiguing but successful march of two hours, we arrived at the quarters of the Canadians. I shall not pretend to portray the crowning feat of my undertaking: there are some things which are beyond the power of words. We had scarcely arrived in the neighborhood of the camp, when a loud exclamation caught my ears. Was it from grief? was it from joy? It proceeded from all this, and from more. It was the voice of a mother. From afar, the piercing eye of the parent had recognized her darling boy; who can deceive a mother? She rushed wildly towards the English lady who held the child, tearing it from her arms frantically, as if she feared to lose it a second time. One can imagine her transports on finding again her child, and on being

(1) The English woman who had consented to take charge of the infant, and her husband.



6th Example.—47÷3.

Parts.  $40 + 7 = 47 \left\{ \begin{array}{l} 40 \div 3 = 13 \times 3 + 1 = 40 \\ 7 \div 3 = 2 \times 3 + 1 = 7 \end{array} \right.$   
 $47 \div 3 = 15 \times 3 + 2 = 47$

Or: 
$$\begin{array}{r} 3) 40 \quad (13 \times 3 + 1 = 40) \\ \underline{39} \phantom{0} \phantom{0} \\ 10 \phantom{0} \\ \underline{9} \phantom{0} \\ 1 \text{ over} \\ 3) 7 \quad (2 \times 3 + 1 = 7) \\ \underline{6} \\ 1 \text{ over} \end{array} = 47$$

Question on such sums as these till you are certain that the processes are well understood; then give larger numbers, and work them as follows:

7th Example.—2684÷4.

Parts.  $2000 \div 4 = 500 \times 4 = 2000$   
 $600 \div 4 = 150 \times 4 = 600$   
 $80 \div 4 = 20 \times 4 = 80$   
 $4 \div 4 = 1 \times 4 = 4$   
 $2684 \div 4 = 671 \times 4 = 2684$

8th Example.—57638÷20.

$57638$   
 $40000 = 2000 \times 20 = 40000$   


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 $17638$   
 $16000 = 8000 \times 20 = 16000$   


---

 $1638$   
 $1600 = 80 \times 20 = 1600$   


---

 $38$   
 $20 = 1 \times 20 = 20$   


---

 $18 \text{ rem. } 2881 \times 20 = 57620$   


---

 $18 \text{ rem. } 57638$

When the principle of dividing is understood, teach them to go through the processes of sums more concisely—saying, or when not orally worked, writing, only the quotient figure—as follows:

6) 47051412  
7841902

and explain why what is over at each step of the process, is placed before the next figure of the dividend, being ten times more in value with reference to this figure; but with reference to the rest of the dividend, or its place in the dividend may be a hundred—a thousand times more, &c. After questioning them till understood, exercise them how to go over the process with rapidity, thus: 1st. 6 in 47, seven times, and 5 over; 5 before cipher is 50; 6 in 50, eight times, and 2 remain; 2 before 5 is 25; 6 in 25, four times, and 1 left; 1 before 1 is 11; 6 in 11, once and 5 over; 5 before 4, is 54; 6 in 54, nine times, and none over; 6 in 1, nought times, but the 1 before the 2 is 12; 6 in twelve twice, none left. 2nd step. 6 in 47—7½; 50, 8½; 25, 4½; 11, 1½; 54, 9; 12, 2. 3rd step. 6—47—7; 50—8; 25—4; 11—1; 54—9; 0—12—2. Then reverse the process—giving only the quotient—as follows:

7841902  
6  
 47051412

and teaching them to race through the process—naming only the

figure of the product to be written, or only to be said. When questions, having divisors not greater than 12, are well understood, and worked with readiness, proceed to illustrate the principles of dividing numbers with divisors above 12. The following questions will show how long division operations may be illustrated. And be it remembered that in illustrating processes employed in the solution of questions each should always be referred to that law, or truth in the theory of numbers, on which it depends; and the illustration should be repeated till the law or truth becomes self-evident to the pupil. Principles of numbers thoroughly sifted and well understood will be found to form a better substratum for future commercial or business-life attainments than all the rules of a book, if studied apart from those principles.

1st Example.—479632÷28.

28) 479632 ( 10000 × 28 = 280000  
280000  
 28) 199632 ( 7000 × 28 = 196000  
196000  
 28) 3632 ( 100 × 28 = 2800  
2800  
 28) 832 ( 20 × 28 = 560  
560  
 28) 272 ( 9 × 28 = 252  
252 rem. 20  
 20 rem. 17129 20 479632

The parts into which the whole dividend has been resolved are—280000; 196000; 2800; 560; 252; and 20. And because it has been ascertained that 280000 contains 28, 10000 times; 196000 contains 28, 7000 times; 2800, 100 times; 560, 20 times; 252, 9 times, and 20 is the 28th part of 20: therefore, 479632 contains 28, 17129 times, and a remainder of 20.

JOHN BRUCE,  
 Inspector of Schools.

(To be continued.)

The Study of English Grammar.

In the August number of the *Teacher* an article appears on the study of the languages, containing some valuable suggestions on the study of English Grammar. The writer remarks that he has a low idea of parsing.

It has been for a long time an earnest and growing conviction with the writer, that much more time is given than is judicious and necessary to the exercises of analysis in our public schools.

The important question to be answered is, are these the best possible exercises to promote the art of speaking and writing the English language correctly? Is there not a shorter and more natural method of effecting the same object with a surer success, and with the saving of much valuable time?

To teach the children of educated parents grammar, technically so called, beyond the parts of speech, which it is of course important for all to comprehend, appears to me about as useful as it would be to teach a boy to drive his hoop on philosophical principles.

You may go through the labor of proving to him that according to the laws of momentum, etc., if he strikes his hoop with a certain force at regular intervals, his hoop will go at the rate of five or six miles an hour. The question is, will he drive his hoop any better than before.

We think not. The knowledge that he has acquired by his own observation and practice is superior to all theories in this instance. But we are told while the study of analysis and parsing may be superfluous to the child of educated parents, it is notorious that a large portion of the children in our public schools are of that class whose home surroundings are deficient in educational culture to say the least, that in very many instances their parents are ignorant of the first grammatical proprieties, and that the instances where any exact knowledge of the best usage of the English language exists, must be exceedingly rare; that, therefore, the study of

English Grammar is indispensable for them. We admit the premises fully, but, beyond the learning of the parts of speech and their simplest rules of parsing, deny the conclusion.

For the exercises of analysis—I would substitute the correction of ungrammatical sentences. Let this be a daily exercise. Of course with these there should be taught such simple rules as these: The verb must agree with its subject nominative in number and person, etc. *The example will be remembered*, though the rule may be forgotten.

From the correction of ungrammatical, the transition is easy to that of elegant sentences, which the mere rules of grammar will not teach. Teach the derivation and history of words—thus gradually unfolding their beauty and power. Teach the transposition of sentences, then the translation of poetry into prose. Require a short written exercise at least as often as two or three or four times a week. Encourage as far as possible, the writing of compositions—not essays upon abstract subjects, but simple descriptions of “a walk in the woods.” “How I spent Saturday afternoon,” etc.

Then I would familiarize them as far as possible with the best passages of the best authors; these of course would be adapted for the more advanced classes. But I am told this is not Grammar but Rhetoric. Is it not studying the art of writing and speaking the English language correctly? I care not by what name it may be designated.

Let this system be faithfully pursued, and we feel confident the results will bear a most favorable comparison with those arrived at under the present system.

In our High schools the study of words and rhetoric in its higher departments might be pursued with the utmost advantage, and the scholars upon graduating might have something like a true conception of the power and dignity of the English language, and more than a mere smattering of an acquaintance with our best literature. It must be evident to any one who is conversant with the working of the present system, that such results are not reached as described above.

The writer was present recently, during the recitation in so-called rhetoric, of a class at one of our High schools. It was really an analysis. Half a dozen young ladies went through the analysis of as many verses of poetry, with a smoothness and rapidity that would have delighted the most bigoted disciple of Murray. It was entertaining to observe how nicely this adverbial clause qualified that, and that adjective clause qualified or limited something else.

The number of dependent and independent clauses was quite refreshing, and the way that predicates were modified and predicate nominatives *understood*, was something approaching the marvelous. The impression conveyed to one who was not versed in this jargon of the schools, must have been, that the parts of speech had got themselves into a pretty strange tangle, indeed, while the ready ingenuity with which this woody labyrinth was threaded by these young ladies would have excited his respectful admiration.

We said quietly, but to the evident consternation of the class, “You have shown by your ready analysis of these verses that you understand them. Will you have the goodness to write down their meaning in good plain English prose?” Though each of these had only the verse which she had analysed to translate, and an example was given them in order to show exactly what was required—they all signally failed.

The same experiment was tried with the advanced classes of the grammar schools with a similar result. In a class of sixty old applicants for admission to the High school, only six were able to correct properly a sentence like the following, “I thought I see Mrs. S.,” the lecture last evening, but afterwards found that it was not *her*.” Nearly all corrected the verb but failed in the pronoun.

Yet a large portion of those parsed and analysed creditably and passed excellent written examinations in arithmetic, history, and geography.

We ask, is this a satisfactory return for the many hours and days given to the study of grammar? Did all this study give to these scholars any really useful knowledge of the English language?

Listen to the careless talk of the children at races, and how many solecisms of grammar shall we not hear within the space of fifteen minutes, and then ask ourselves if we have an adequate return for the labor spent in analysis and parsing.

In the strictures upon the study of grammar, as at present pursued, we would not be understood as reflecting upon teachers for teaching what is prescribed by many, if not nearly all, of the school Boards, as a part of the course of study, yet we cannot help

hoping that more rational views will prevail and better results be obtained than now.

We can hardly overrate the importance of the study of our language. “It is the amber,” as French says, in which a thousand precious and subtle thoughts have been safely imbedded and preserved.”

It is a noble heritage. Let us see to it that we transmit it enriched, it may be, but at all events in the fullness of its strength and power, to the generations that succeed us.—*Massachusetts Teacher*.

R.

### Manliness and Success.

A word to the youthful readers of this journal. You are looking out upon your future course. You desire a good position, and success in it. This is right. And let me tell you, there is a place where your services will be needed, and where you can work out the mission of life with most satisfaction to yourself, and greatest benefit to the world. A few hints may be of some service to you in finding and filling this position.

Let me urge you to *manliness* in two or three particulars.

Cherish, then, a *manly respect for yourself*. Not a high opinion of yourself as being better than others; not a desire to elevate yourself above others so as to look down upon them; but a respect for yourself, as bearing the image of your Maker, as made by Him for the noblest purposes, and fitted to hold communion with Him, and with the best of men. A self-respect that shrinks from every thing wrong in thought, language, or conduct, that cannot bear the consciousness of anything mean or unworthy in yourself. You have friends,—father, mother, brothers, sisters, other friends, who feel a deep interest in you, and are keenly alive to all you do or suffer. You ought to have too much respect for yourself, as well as for them, to dishonor them, or to disappoint their expectations. Never let them have occasion to hang their heads in shame on your account.

And be willing everywhere to be yourself, and not something different; yourself in your very best attitude and performance, but still yourself. That young student, or member of a literary society, who shrinks from performing his part among his fellows, because he cannot speak or write like others whom he admires, is not doing justice to himself. Each one should be thankful for the talents which God has given him, and not be ashamed to put them to their proper use. It is well that we seek to attain excellencies which we see in others, but do not ourselves possess. Yet each one should use his own mind, and stamp his performance with his own individuality. So will they have a freshness and originality to which imitation is fatal. Have the manliness, then, to be simply yourself, neither more nor less, and always bear your part, not attempting or desiring to appear in a character which you can not maintain. Be true to yourself. Be alive. Settle right principles in your own mind. Study great practical questions, and form sentiments and opinions of your own which are worthy of attention, and express them in your own way, and sensible people will listen to you, and you will exert your own best influence.

The next thing is, to show a *manly determination to do something, and to do well what you undertake*. Nobody feels any respect for the idle,—for the student who neglects his lessons, for the lad who has nothing to do because he cannot at once step into what, in his view, is the most respectable position, for the young man who is lounging about waiting for something to turn up for his advantage, or for the candidate for the ministry who spends his best years waiting for some wealthy city parish to appreciate his peculiar fitness for their service. Such are not the men the world wants. It wants men who are ready to take right hold of that which most needs to be done,—if not the kind of work they would choose, then that which comes to hand. The news-boy, or the boot-black, if he has an honest pride in his calling, and a determination to excel in it, is worthy of respect, and is pretty sure to rise. Let the boy who is thrown upon his own resources, to make his own way in the world, show himself ready to be useful, to be a servant, run of errands, anything rather than be idle, and he will soon be in demand. Let the student be thorough and faithful in his studies, and the educated young man be ready to apply himself at once where he can hope most effectually to improve the world, or at least some small part of it. Of course, every one should act with wise forethought, and a regard to the most enduring usefulness.

It is a principle that fidelity in one's present position will open to him his true pathway in life. He shows what he is, and what

he is capable of, by what he is actually doing, and not by what he imagines he would do in other circumstances.

Take hold, then, cheerfully, hopefully, and vigorously, of the work of life. If the place you would choose is not at present open to you, make yourself useful in some other direction, and show yourself a man.

One thing more: Show a *manly forgetfulness of self* in the work of life, or rather, a *true spirit of self-devotement*. This is perfectly consistent with the highest self-respect, for it is the very best and most honorable thing we can do with ourselves. We are placed in this world not merely to live, but to live to some good purpose. He who a great concern is to take care of his own precious self, who will not on any account incur risk to life, or health, or reputation, will be likely to accomplish very little good. "Who-soever will save his life, shall lose it." All honor to the noble youth who can stand up among jeering companions, and frankly say, "I must be excused, for I know it will grieve my mother," or, "I must not do this, for it is not right." Always have the courage to do right, to speak and act according to your honest convictions of truth and duty, whatever others may think of you.

Let your thoughts be engaged upon the thing you wish to accomplish, and not upon yourself. What can the speaker do who comes before his audience with his mind full, not of his subject, but of himself, thinking all the time of the appearance he is making? If you have really anything important to say to your fellow-men, for their benefit, they will listen to you with attention. But few care to listen to a speaker whose chief aim manifestly is to make an exhibition of himself for his own credit. We employ a doctor to cure us, a lawyer to gain our cause; and he best establishes his own reputation, who so entirely forgets himself as to direct the whole force of his mind to the accomplishment of the object in hand.

Young man, there is work for your noblest powers, and worthy of your entire self-consecration. The world is to be enlightened, educated and reformed; right views and principles to be set forth and established; the evil designs of wicked men to be opposed and frustrated; hostile armies to be met and defeated; lawful government to be upheld, and righteous peace maintained. Enter into the work with a generous self-devotement, and God will take care of you and your reputation. Was there ever a nobler sentiment, touching this point, than that of Paul,—in view of the certain, but unknown danger before him,—“But none of these things move me; neither count I my life dear unto myself, so that I might finish my course with joy, and the ministry which I have received of the Lord Jesus, to testify the gospel of the grace of God.” A bright future is before the young man who enters on the work of life with this spirit.—*Massachusetts Teacher.*

## OFFICIAL NOTICES.



### ERLECTIONS, &c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 19th October last:

To detach from the School Municipality of the Township of Granby, in the District of Bedford, that portion of territory hereinafter described, and to erect the same into a separate school municipality under the name of the *School Municipality of the Village of Granby*, to wit:

The western half of Lot No. 7, the whole of the Lots No. 8 and No. 9, and the eastern half of Lot No. 10, all in the seventh range of the said Township.

### APPOINTMENTS:

#### SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 19th October last, to approve of the following appointment of a School Commissioner:

City of Montreal (Catholics): Rev. Antoine Gibaud.

#### TRUSTEES OF DISSIDENT SCHOOLS.

His Excellency the Governor General in Council was pleased, on the 19th October last, to approve of the following appointment of a Trustee of Dissident Schools:

County of Arthabaska.—Tingwick: Mr. Enock Pope.

### DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

#### BOARD OF EXAMINERS OF SHERBROOKE.

1st Class Model School (E)—Miss Mary Jane Bompas, Mr. Charles B. Daggett.

2nd Class Model School (E).—Messrs. William W. Bailey and George B. Ball.

1st Class Elementary (E).—Mr. Thomas Blaylock, Miss Mary E. Child, Miss Mary Leavitt and Mr. Walter Wilford.

2nd Class Elementary (E)—Miss Amanda Marshall.  
Nov. 2, 1864.

S. A. HURD,  
Secretary.

#### BOARD OF EXAMINERS OF RIMOUSKI.

2nd Class Elementary (E).—Miss Marguerite Charest.

#### BOARD OF EXAMINERS OF STANSTEAD.

1st Class Elementary (E)—Misses Mary Hall and Sarah A. Moore; Messrs. A. Lee Holmes, Andrew Jackson and Henry Stuart.

2nd Class Elementary (E)—Messrs. Arthur J. Abbott, John Hersey and Theodore D. Whitcher; Misses. Lydia A. Chamberlin, Mary J. Smith, Diana A. Shouyo and Sarah Wood.

2nd Nov. 1864.

C. A. RICHARDSON,  
Secretary.

#### PONTIAC BOARD OF EXAMINERS.

2nd Class Elementary (E)—Misses Mary McVeigh, Bridget McVeigh and Anna E. Tait; Messrs. James W. Garvey, Martin Garvey and Thomas Akers.

2nd Nov. 1864.

OVIDE LEBLANC,  
Secretary.

#### AYLMER BOARD OF EXAMINERS.

1st Class Elementary (E)—Miss Mary Ann Evans; Messrs. James Parkinson and Adam Robertson; (F.) Mr. Eugene Long.

2nd Class Elementary (E)—Miss Madeline Charlotte; (E.) Miss Ann Ternan, Messrs. Archibald Gemmill, Robert Robinson and David West.  
2nd Nov. 1864.

JOHN R. WOODS,  
Secretary.

#### SITUATIONS WANTED.

A Teacher who has had several years' experience in Lower Canada wishes to obtain a situation. Apply at this Office.

A Teacher possessing a Model School Diploma (English) is desirous of obtaining employment. Address Mr. W. McKay, Huntingdon, or Education Office, Montreal.

A Female Teacher, possessing an Elementary Diploma (English and French) from the McGill Normal School, wishes to obtain a situation either in a school or as preceptress in a Family. Apply at the Education Office.

## JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), NOVEMBER, 1864.

**Meeting at Montreal and Formation of an Association for the promotion and protection of the Educational Interests of Protestants in Lower Canada.**

(Concluded.)

The next grievance alluded to in the Report is that "Protestant schools are examined by Roman Catholic Inspectors, who do not understand the English language, and who cannot therefore make correct reports concerning them though desirous to be impartial;



and that sometimes rewards are given (to Protestant children we suppose) connected with the Roman Catholic faith."

For every one who knows something of Lower Canada, it is easy to see that with a mixed population like ours, and with Protestant schools scattered at great distances from each other in Catholic districts, and *vice versa*, it is almost impossible that the schools belonging to one religious section of the community should not sometimes be visited by Inspectors of a different religious persuasion.

The first division of districts was made to secure to all large sections of the Protestant community the advantage of having Inspectors of their own faith, and every thing that has been done since with a view of extending that principle as far as possible. It is thus that when Inspector Hubbard was appointed, on the demise of the late Mr. Childs, the Protestant schools of the Townships of Chester, Tunwick, Kingsey, and Durham, (in the district of Mr. Bourgeois,) were confided to him; the Dissentients of St. Foy, near Quebec, were also, at their demand, placed under the control of the Rev. Mr. Plees; and when Mr. McCord (a Catholic) retired from the inspectorship of the counties of Ottawa and Pontiac, two Inspectors, a Catholic and a Protestant, were appointed in his stead.

The following table of the Catholic and Protestant populations forming the districts of the Protestant Inspectors, shows that if there is good ground for complaint, it certainly falls to the lot of the Catholic and French-speaking population.

INSPECTORS AND COUNTIES.	Protestants in each county, or part of county.	Total of Protestants in each district of inspection.	Catholics in each county, or part of county.	Total of Catholics in each district of inspection.
<b>Inspector HUME.</b>				
Megantic .....	5046	.....	12843	.....
Part of Beauce .....	1	.....	4498	.....
do Dorchester .....	832	5879	2581	19922
<b>Inspector PLEES.</b>				
City of Quebec .....	9632	.....	.....	.....
Part of the county of Quebec .....	1299	10931	.....	.....
<b>Inspector HUBBARD.</b>				
Stanstead .....	10121	.....	2137	.....
Richmond .....	5859	.....	3025	.....
Compton .....	7824	.....	2386	.....
Wolfe .....	999	.....	5549	.....
Sherbrooke .....	3296	.....	2603	15700
Part of Drummond and Arthabaska ..	3234	31333	.....	.....
<b>Inspector PARMELEE.</b>				
Brome .....	10192	.....	2540	.....
Missisquoi .....	11153	.....	7455	.....
Shefford .....	5562	26907	12217	22212
<b>Inspector BRUCE.</b>				
City of Montreal .....	24427	.....	.....	.....
Huntingdon .....	9451	.....	8040	.....
Part of Chateauguay .....	3416	.....	.....	.....
do Argenteuil .....	7418	44712	4427	12467
<b>Inspector HAMILTON.</b> (Inspectorship now vacant.)				
Ottawa .....	7864	.....	.....	.....
Pontiac .....	6002	13866	.....	.....
Grand total .....	.....	133628	.....	70311

If we now deduct from the total Protestant population of Lower Canada (168,313) (1) the Protestant population under the supervision of Protestant Inspectors, we shall find that 34,685 Protestants only have their schools visited by Catholic Inspectors, while 70,301 Catholics are submitted to a disadvantage of the same nature. These 34,685 Protestants are scattered over the whole surface of Lower Canada, and all groups of Protestant population that could be placed under the control of Protestant Inspectors, with the present staff and present salaries, have had that benefit. Not so with Catholics. In Messrs. Hubbard, Parmelee and Hume's districts, the interests of large, compact French and Catholic populations are confided to the care of Protestant and English speaking Inspectors. In Mr. Parmelee's district the Catholics are nearly one half, and in Mr. Hume's they are more than three fourths of the population. The views of the present Superintendent on this subject are contained in the following extract from his special report of the 23rd April 1863, on the Inspection of Schools, printed by order of the Legislative Assembly.

"I have drawn up a table marked B containing a plan of inspection on the footing of ten districts only, and comprising approximately the same heads of information with respect to them as the other table does for the old districts. I believe that it would be impracticable to throw the country into larger districts than are comprised in this table, even if the number of visits were reduced to one in the year. We might indeed further reduce the number of districts to eight, if we disregarded the difference between Catholic and Protestant communities; but I could not in this respect recommend a deviation from the system introduced and by me sought to have extended. The aim of our educational legislation is to give the most, the best possible guarantees to religious minorities in the education of their children. We have separate schools, separate Boards of Examiners as far as practicable, and it seems to me that as nearly as may be, we ought to have separate Inspectors. In Prussia and everywhere else throughout Germany the Inspectors are even members of the respective clerical bodies. In England and Scotland there are Inspectors for each religious denomination; and provision is even made by Order in Council that the heads of the different religious bodies shall have a voice in the choice of them."

This report was made at a time when the abolition of the office of inspector having been proposed in Parliament, the administration of the day was considering the propriety of modifying the system either by reducing the number of Inspection districts, or by leaving the appointment and the payment of Inspector to the Municipal Councils. The frequent changes which have since taken place in the government, and the all absorbing questions which have been and are still discussed, may explain how the matter has remained in abeyance.

Meanwhile the above mentioned circumstances may account for the unusual length of time during which two Inspectorships (one a Catholic, the other a Protestant) have been suffered to remain vacant. The same reason may also apply to the case of the Catholics of the Eastern townships who have petitioned the government for the appointment of a Catholic Inspector.

The assertion made in the report of the Protestant Committee, that books connected with the Roman Catholic faith are given as rewards to Protestant children is one which ought to be more definite. It would be well to say where, when and by whom. If the thing is done, it is in open defiance of the instructions of the Department. The books are classed, 1st, "Books to be given indifferently to Catholics and Protestants," 2nd, "Books to be given to Catholics only," 3rd, "Books to be given to Protestants only," as may be seen by a reference to the annual reports of the Superintendent which contain detailed statements. The class of books last enumerated are chiefly supplied from the depository at the Education Office in Toronto.

The only cases of complaint on this subject that have ever been reported at the Education Office, are the following. An accusation was made against the late Mr. Childs, a Protestant Inspector, who had given a *Catholic book* to a Protestant child. The book was one of those set apart for *Catholics only*, and Mr. Childs candidly admitted that he had given it by mistake. As a set-off, a similar complaint was made against Mr. Hubert, a Catholic Inspector, who had also by mistake given a *Protestant book* to a Catholic child. We have no doubt that if it were proved that any Inspector

(1) In all our calculations we give Protestants all that are not reported as Catholics, including Jews, persons without a creed, and persons of creeds unknown.

was disregarded of the instructions of the Department in this respect, he would be immediately dismissed.

It is further alleged "that Protestants are not represented in the Education Office, and are, therefore, practically ignorant of its business and can take no part in diverting (sic) the apportionment of grants of money to poor municipalities or the distribution of the fund for superannuated teachers and for school rewards and for the encouragement of the two Journals of Education."

When it is complained of that in many other departments the French and Catholic elements are altogether ignored it is usual to answer that fitness for office ought to be the only criterion. This we admit is not a fair answer. In the present case however there is this difficulty, that four fifths of the business has to be transacted in the French language. That there is no systematic exclusion of Protestants must be apparent from the fact that the very first appointment recommended by the present Superintendent was that of a Protestant gentleman who was appointed clerk of the English correspondence and assistant editor of the English *Journal of Education*. We have already shown that there is a sufficient number of Protestant inspectors and that one of them has even a large majority of Catholics under his supervision.

The insinuation contained in the same paragraph—that the Protestant population does not get a fair share of the funds therein referred to—being made without any specification, could be met by a simple denial. We find it, however, necessary to state that we do not remember of any instance in which an application on behalf of a Protestant municipality for a share of the grant to poor municipalities was refused, that superannuated Protestant teachers, when they have conformed to the regulations, have invariably received their pensions from the pension fund in the same manner and at the same time as Catholic teachers, and that a fair share of the prize books is given to Protestants—the English books being, besides, much more expensive than the French.

The last point in the Report is: "That in the common schools so called, teachers and pupils are sometimes forced to conform to the rites of Romanism, and harshly treated in case they offer an opposition."

Of this, two instances only are given, the one is the case of a Protestant teacher who undertook to read the *Bible* to her Catholic pupils, the other of a Protestant child who was dismissed from a common school for refusing to join in the prayer.

The *Montreal Gazette* thus disposes of the first case: "One rather amusing statement is made as proof of hardship, there being a bit of unconscious intolerance about it which provokes a smile. We are told that the Commissioners—a majority evidently Roman Catholic—entrusted matters to a manager who hired a very competent mistress with a diploma. Being a Protestant, however, she had a chapter of the *Bible* read, at which the Commissioners took umbrage and dismissed her. Now the manager, the mistress, the writer of the complaint and the speakers, all knew perfectly well that that course was objectionable. How often have Roman Catholics been denounced for refusing to read, or have read to them without note, or comment, or explanation, our *Bible*! Yet knowing all this, the teacher goes in for a little cheap martyrdom. And she received the reward she so directly sought."

In the other case, Protestant parents, in a place where there are Dissenters, sent their child to the school of the majority and as they found fault with the regulations of the School Commissioners, they were advised to join the other Dissenters. The faculty of dissenting is expressly given to meet such cases, as is clearly seen by the text itself (Chap. 15, sec. 55): "When in any municipality the regulations and arrangements made by the School Commissioners for the conduct of any school are not agreeable to any number whatever of the inhabitants professing a religious faith different from that of the majority, &c., &c."

Having now dealt with all the general allegations contained in the Report, we shall briefly advert to such of the "carefully selected cases," brought in support of them, as have not been already disposed of.

The cases of St. Scholastique and other municipalities, are no evidence in support of the accusation made against the Department of forming new municipalities with a view to breaking up Protestant school-districts. These new municipalities, with one exception, (1) have been created by the civil erection of parishes (see 28th section, Chap. 15, Consolidated Statutes); and the practice of passing and publishing Orders in Council is, in most cases, continued rather as a notice to all parties interested than as a necessary legal proceed-

ing. It is not exactly correct to say that in one of these cases the Superintendent refused the Dissenters the facility of joining those of the next parish. They were threatened with suits for arrears of taxes by the School Commissioner, and they asked *legal advice* from the Department. It surely could not have been to their interest to have exposed them to the costs of a lawsuit by advising them to act contrary to law.

The case of Wickham was one which—on the Report of the Inspector proving unfavorable to the pretensions of the Dissenters—was left to the judicial tribunals where there were certainly greater facilities for arriving at the truth as to the assertions of the contending parties. Such cases have to go before the Courts notwithstanding the disposition which exists in the Department to prevent litigation.

With reference to the complaint from Edwardstown, a part of the grievance has already been answered as we have shown that it was through their own neglect in not sending in their reports that Dissenters met with trouble and delay in receiving the Government grant. As to the refusal of a share of the building fund, it will suffice to say that there is no such fund—the provisions by virtue of which the balance of the Common School Grant was to be applied to this object having been superseded by the clause applying the said balance to the Superior Education Fund.

There are also, in the speeches made, several assertions which, not being included in the Report, call for some remarks. We shall say nothing of that which may be mere matter of opinion.

We will not comment on the speech of the Revd. Dr. Witkes who said "that the whole system of training in the Roman Catholic schools in Lower Canada was entirely unfit to bring out the man and woman thoroughly and fit them for the position they are to occupy in life, and that the first great end to be attained was to get the law so amended as that the Protestant might enjoy fair play, and then he would like to see the common schools made non-sectarian"; nor on that of the Rev. Mr. Kemp, who said "that he believed that the greater part of what they asked would be cordially granted by their Roman Catholic fellow subjects, but that the rest must also be obtained"; nor even on that of Mr. Burrowes of Lachute who it appears, complained "that the Roman Catholics had erected parishes and practised ceremonies in the Eastern townships, where, in the act guaranteeing their rights at the conquest of the country, no such privileges were allowed them—they being excluded from this section."

We will confine ourselves to such assertions as relate to matters of fact.

Principal Graham of Richmond College complains in his speech of the rules and regulations made by the Council of Public Instruction for the examination of teachers. On his strictures we will remark, 1st. That the French Reader of which he complains is not the only book from which candidates are allowed to read, they can read from Garneau's abridged history and we believe there would be no objection to add any other reader. 2nd. There is nothing in the regulations of the Council that compels the candidate to prepare his examination on the History of Canada with the aid of Garneau's abridgment, except that it is at present the best book on the subject. 3rd. As to the apocryphal books of the Bible and other questions of religious controversy introduced by that gentleman, all we can say is that there are in the Council of Public Instruction, those who could *ex professo* attend to the matter from a Protestant point of view. 4th. Mr. Graham says "There is no examination on arithmetic—a thing not done by omission; but because if it were insisted on it would cut off nine tenths of the French teachers." We simply deny the latter part of the statement as an aspersion on French Canadian teachers; as to the first part, we quote from the tenth article of the *Rules and Regulations*. "The candidate (for an elementary diploma) 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 are 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. They shall moreover solve a problem in compound interest, a problem in algebra and another in mensuration."

The statement is the more surprising from the fact that Principal Graham is, we believe, Secretary to the Board of Examiners at Richmond. Some of the gentlemen who took a prominent part in the meeting are also members of the Montreal Board of Examiners.

Principal Graham has also alluded to the division of the grant between the majority and the dissenters, and stated that some Catholic dissenters in a municipality which he does not name have fraudulently obtained a larger share of the grant than they ought to have had by "carrying all the babies to the school, and

(1) The exception is the annexation of *Côte St. Joachim* which took place in 1854, previously to the appointment of the present Superintendent and, as we understand, at the request of all the parties interested.

having their names placed on the school book." The Department has always held that the number of children to be taken into account was the aggregate number of *bonafide pupils* who had frequented the school during the year; and when any complaint has been made on the subject, either by the School Commissioners or the Trustees, it has always been duly investigated.

Principal Graham also complained of the distribution of the Superior Education grant, and as an instance of its mismanagement quoted the fact that two infant schools in the City of Quebec are placed on the list of grants to Model Schools. Now these two infant schools are Protestant institutions, and, like many other *charities* which formed part of the old special grants made by the Legislature, even previous to the *Union Act*, were placed on that list when the Government and Parliament created the Superior Education fund, with an understanding that no special grants were to be made in future. There was no option but that of leaving these institutions unsupported or of placing them on that list.

"There was no system, said Mr. Graham, in the distribution of money to either Protestant or Catholic schools. Last year \$325 was taken from St. Francis College, the reason assigned by the Superintendent being that it was to be given to new institutions. On investigation he found there was not a word of truth in it. It was given to old institutions. The grant to his college was cut down 31 per cent., and only 5 per cent. as regarded other institutions."

The following correspondence will speak for itself:

{ St. FRANCIS COLLEGE,  
Richmond, C. E., April 13, 1864.

Hon. Supt. of Education.

Sir,

Be pleased to inform me why the Grant to the College has been reduced so much during the past year?

Your obedient servant,

JOHN H. GRAHAM,  
Principal, &c.

{ EDUCATION OFFICE,  
Montreal, April 18th, 1864.

John H. Graham, Esquire,  
Principal of St. Francis College,  
Richmond, C. E.

Sir,

In reply to your letter of the 13th Inst., I have to say that if you refer to Chap. 15 of the Consolidated Statutes, Sec. 6, you will see that it is therein enacted that the Income Fund appropriated to Superior Education shall be annually apportioned by the Superintendent of Education to the Universities, Colleges, &c., in such sums or proportions as the Governor General in Council may approve.

My Report recommending the usual grant to St. Francis College was transmitted to the Honorable the Provincial Secretary on the 28th January last, and His Excellency was pleased to direct, by an Order in Council of the 21st March, that the sum of seven hundred and fifty dollars (\$750 00) be paid to the Institution.

I am not authorised to assign any reason for the changes which His Excellency has been advised to make in the annual distribution, but I think that you will see by referring to the lists to be published in the next number of the *Journal of Education* that the relative number of the pupils of each institution on the same list have been taken into consideration.

I have the honor to be,

Sir,

Your obedient servant,

PIERRE J. O. CHAUVEAU,  
Superintendent of Education.

{ St. FRANCIS COLLEGE,  
Richmond, C. E., April 21, 1864.

Hon. Mr. Chauveau,  
Superintendent of Education.

Sir,

Will you be pleased to inform me why *St. Francis College* is not ranked by you as a *College* in *McGill University*, and why it is not placed in the *second section* of institutions of the *first class*, and its Preparatory Depart-

ment (The *St. Francis College Grammar School*) placed in the *second class* of Institutions, namely, the *Classical Colleges*?

We claim the above rank for the two Departments, and therefore request you to have the goodness to answer the above at your earliest convenience, in order that the matter may be fully considered by the Trustees at a meeting to be held shortly.

Your obedient servant,

JOHN H. GRAHAM,  
Principal, &c.

{ EDUCATION OFFICE,  
Montreal, April 25, 1864.

John H. Graham, Esq.,  
Principal of St. Francis College,  
Richmond, C. E.

Sir,

In answer to your letter of the 21st Instant, I have to state that the Universities only are included in the first list, if you allude to the lists of distribution; I suppose that the terms, *second section* of Institutions of the *first class*, refer to the statistical tables in the triennial report. That second section comprises schools of Theology, of Law, and of Medicine, not being Faculties of a University.

St. Francis College has been up to the present time placed on the list of Classical Colleges along with the several colleges affiliated to the Laval University, and Morrin College is put on the same list this year.

I have the honor to be,

Sir,

Your most obedient servant,

PIERRE J. O. CHAUVEAU,  
Superintendent of Education.

The fact is that the reduction for which the Superintendent is thus assailed, was made by the Executive Government, and that Mr. Graham was told so at once. Besides, the official letter of the Provincial Secretary will also speak for itself. This letter is published in the appendix to the Superintendent's Report for 1863:

{ OFFICE OF THE PROVINCIAL SECRETARY,  
Quebec, 22nd March, 1864.

Sir,

I have the honor to transmit to you the copy included herewith of an Order in Council approving of your lists for the distribution of the grant in aid of Superior Education for the year 1863, with some few changes. I add the details which are not set forth in the Order in Council.

List No. 1.—Universities.

Bishop's College..... \$1500 instead of \$1721

List No. 2.—Classical Colleges.

St. Francis, Richmond..... \$ 750 instead of \$1032  
Three Rivers..... 600 " 362

List No. 3.—Industrial Colleges.

Masson..... \$1000 instead of \$845  
Ste. Marie-de-Mou noir..... 500 " 427  
Rimouski..... 500 " 455  
St. Laurent..... 500 " 456

List No. 4.—Academies for Boys or Mixed.

Sorel..... \$400 instead of \$304  
Three Rivers, (Cath.)..... 250 " 304  
" (Prot.)..... 150 " 203

List No. 5.—Academies for Girls.

Sorel..... \$350 instead of \$203

List No. 6.—Model Schools

Sherrington..... \$93  
Shefford, West (High School)..... 75

I have the honor to be,

Sir,

Your most obedient servant,

E. PARENT,  
Asst. Secretary.

The Honorable P. J. O. Chauveau, S. E.,  
Montreal.

Mr. Burrows, of Lachute, made a similar complaint on behalf of the College at that place. In this case also, the Superintendent had recommended the usual grant, but representations having been made to the Executive to the effect that the Institution did not deserve the sum which had been hitherto allowed, one half only of the usual grant was paid, the payment of the other half being suspended, and the Superintendent directed to visit the College. In his Special Report he recommended the payment of the balance; but his recommendation was set aside, not on account of anything unfavorable to the teachers, one of whom was a gentleman of the highest literary attainments, but on account of the very small number of pupils in attendance in the higher department.

As the two speakers above mentioned have assailed the Department on the subject of the distribution of the Superior Education grant, we subjoin a table showing the distribution of the grant as between Protestant and Catholic institutions. In many instances it will be seen that Protestant institutions, with a much smaller number of pupils, receive the same or larger allowances than the Catholic institutions in the same place, and *vice versa*.

The reason is that the first distribution made under the new law was, as much as possible, based on the grants made by Parliament. A classification was made, but not so accurately as might have been done had not the grants been previously voted by Parliament and had it not been thought advisable to interfere as little as possible with the old grants. In this way new institutions were allowed only the *minimum* in the class in which they were placed, and as the total sum to be distributed remained the same, even this could only be done by taking a percentage off the old grants. The number of schools of the same class already existing in each section of Lower Canada was also to be taken into consideration, so that the number of pupils was not the only rule, even as between new institutions of the same class. The changes made by the Executive in the distribution of 1863, and for which the Department is wholly irresponsible, seem to have had for their basis the number of pupils.

As to the proportion between Catholic and Protestant institutions, the following will show that the Protestant section of the community has, upon the whole, no ground of complaint:

	Catholics.		Protestants.	
	Pupils	Grant.	Pupils	Grant.
		\$		\$
Universities .....			459	4578
Classical Colleges.....	1438	9894	515	3406
Industrial Colleges .....	2193	7742	185	178
Academies for Boys and mixed.....	38	6877	2200	7151
Academies for Girls.....	8727	10390	40	152
Model Schools .....	19164	12336	3196	5057
	31139	47241	6595	20525

This distribution gives the Protestant institutions 30.28 per cent. of the whole amount. The Catholic population, according to the last census, was 943,253; the non-Catholic population, comprising persons whose creeds were unknown, was only 168,313. If the amount was distributed according to population, the Protestant institutions would receive 14.71 per cent.; they now have more than twice as much. If, on the contrary, the distribution was based on the aggregate number of pupils, Protestants would receive 17.42 per cent.

The results of a comparison between the grants made to Catholic and to Protestant institutions in the Cities of Quebec and of Montreal are still more striking:

CITY OF MONTREAL.

INSTITUTIONS.	Catholic.		INSTITUTIONS.	Protestant.	
	Pupils.	Grants.		Pupils.	Grants.
St. Mary's College....	235	1377	McGill College .....	296	2407
Cath. Com. Academy..	175	228	To the same for the		
Deaf and Dumb Inst..	62	449	Royal Institute.....		671
Academie St. Denis...	123	150	High School, &c.....	262	1128
St. James School.....	604	845	Brit. and Can. School..	212	676
Model School, Visitation street.....	850	74	Point St. Charles Model school .....	151	250
St. Patrick School, Point St. Charles ..	63	74	Free sch. in connexion with American Presbyterian society....	121	338
			Colonial Church sch. society.....	1125	676
			Panet St., Model sch..	269	74
			German school.....	83	56
Total.....	2112	3197	Total.....	2519	6276

The Catholic population of Montreal is 65,896, and the non-Catholic 24,432. Thus, the Protestants, who are not one third of the population, are receiving double the amount paid to Catholics:

CITY OF QUEBEC.

INSTITUTIONS.	Catholic.		INSTITUTIONS.	Protestant.	
	Pupils.	Grants.		Pupils.	Grants.
Quebec Com. School..	66	152	High School.....	127	128
Société d'Education..	510	946	Morrin College .....	24	409
Cath. Model Schools..	485	338	St. Andrew's School..	61	511
St. John's suburb Model school.....	90	74	Brit. and Can. School..	282	740
St. Saviour.....	800	74	National School.....	155	375
			Infant School, Upper Town .....	80	169
			Infant School, Lower Town .....	45	308
Total.....	1951	1534	Total.....	782	3631

The Catholic population of the City of Quebec is 41,477, the non-Catholic population 9,732. The Protestants, who are not one fifth, get more than double the sum allowed Catholic institutions.

We have now reviewed all the grievances complained of by the meeting and at the meeting. They have since naturally formed the subject of various comments on the part of a portion of the Protestant press, and have elicited the discussion of other points connected with education. We shall say nothing of denunciations such as those of the *Presbyterian*, which, finding the expressions contained in the Report of the Committee, and even those used by the *Montreal Witness* too mild, has declared that the whole thing was rotten to the core. We will only allude to such reproaches (which we have seen in newspapers,) as have not so plainly given evidence of predetermined and irreconcilable hostility.

It has been suggested that the Department ought to pay the grants at fixed periods and more promptly, that something ought to be done to raise the salaries of teachers, and that the Superintendent ought to have prepared and secured the complete remodeling of our school laws.

If by "the grants" the Common school grant is meant, we can state that it is paid regularly every six months on all school reports which are regular and have been filed in due time. We have already explained how the delay on the part of Dissenters in filing their returns rendered it necessary that their share of the grant should be paid to them through the hands of the School Commissioners. Payments are made with the greatest possible despatch, they

require, however, the filling up of blank receipts and numerous entries, besides the examining of the reports and the searching of the registers for teachers' certificates. If the Superior Education grant is meant, we will admit that delays which are altogether beyond the control of the Department have taken place. It was settled by the Government that the payment for each year, on the reports due in July, should take place in the month of January following; but it has been found impossible to proceed with the distribution at that period of the year. The Superintendent, owing to financial difficulties which have often been explained in his annual Reports, must first ascertain whether he shall be allowed to distribute the whole amount mentioned in the law. This is one cause of delay. Then, when his Report, together with the lists of distribution, is submitted to the Executive, many circumstances will postpone its approval. The last report is dated 25th January; but the Order in Council approving of it, with the above mentioned changes, is dated the 21st of March, and the warrant issued on the 29th.

As to the salaries of teachers, it is first to be observed that the total amount of the Common School Grant has never been really increased, notwithstanding the sums which are yearly added to the school grant by Parliament. A portion of this supplementary aid has been absorbed to meet the difference which the more rapid increase of population in Upper Canada has caused in favor of that section of the Province in the apportionment of the whole grant, and the remainder goes to meet the deficiency in the Superior Education Fund caused by the insufficiency of the revenues of the Jesuits' Estates which are part of the income. Thus, while new municipalities have been springing up everywhere, while new schools have been opened in the old as well as in the new municipalities, the whole grant is the same that answered to the wants of Lower Canada more than twenty years ago. It is therefore evident that the share of each municipality, and of each school, is much less than it was twenty years ago; and had not great efforts been made to increase the local taxes, instead of the slight and inadequate advance complained of, a considerable falling off in the salaries of teachers would have taken place.

Much has been done with a view of remedying an evil which is certainly a great obstacle to the improvement of our schools. The school rates and assessments, which were \$406,765 in 1856, had reached in 1863, \$564,810 (1); but as a large portion of them are not regularly paid, the attention of the Government and of the Legislature has been frequently called to the means of enforcing payment, and also of providing against the misconduct of secretary-treasurers, which has been a great drawback on the prompt and equitable remuneration of teachers. Several legislative provisions were made, and others were contained in the bill from which we have already quoted. The establishment of Normal Schools, the enacting of more stringent rules for the examination of candidates, and the withholding of the grant from all municipalities employing unlicensed schoolmasters, are also indirect means of raising both the status and the salary of the teacher.

The power vested in the Department of granting indemnities to teachers from the local fund when unjustly dismissed—or when a change is attempted to be made at the end of the year with the sole object of reducing the salary—has been a great boon to the teachers, and is we believe duly appreciated by them.

The suggestion of fixing a *minimum* salary for each class of teachers, and of withholding the school grant when that *minimum* is not paid, is one on which there exists a great difference of opinion even among teachers themselves. It has been discussed in the several Teachers' Associations, and one of the strongest objections to such a plan is the facility with which a regulation to that effect might be evaded, owing to the great competition between the holders of certificates.

The remodelling of the school laws, as a whole, was the very first recommendation which the present Superintendent made to the Executive immediately after his appointment. The Government for the time being were of opinion that amendments to the existing laws would be preferable, and each succeeding government has entertained the same opinion and acted accordingly.

In conclusion we will remark that while it is emphatically stated that the Superintendent holds a most irresponsible position, every effort is made to throw on his shoulders every imaginable kind of responsibility. All that is done or omitted by the Legislature, the Executive Government, the Council of Public Instruction, the School Commissioners, or any one else having anything to do with the administration of school affairs, is duly ascribed to him.

It is but natural that a public officer entrusted with functions so important to the welfare of the community should be carefully watched, and it would be marvellous indeed if all his doings were to escape censure. The admonitions of the public press should have on his conduct the due weight, but like many others he will find it difficult to yield to every kind of advice proffered. The following quotations from two of our contemporaries, are brilliant instances of the great discrepancies which may be found in the condemnations passed on the same functionary. Although unexceptionable in their style, they show the great perplexity which would fall to the lot of any public officer afflicted with a lust of universal approbation.

"Probably few men," says the *Richmond Guardian* of the 24th April, "could have done better than Mr. Chauveau has done, and we heartily accord to him all that is his due as a very efficient and industrious officer. But we contend that many of his acts are so arbitrary as to render it a duty to challenge them and call him to account. That these arbitrary acts grow necessarily out of the irresponsible nature of his office is plain, and it is quite time therefore to inquire whether we are not nursing a power which may by and bye imperil both our religious and civil liberties. We might amplify this matter and detail a long catalogue of 'enactments,' 'orders,' and 'regulations' conceived in the fertile brain and put in force by the unchecked hand of the Honorable Superintendent, until the law itself has been well nigh superseded, and a structure has been reared which may be very fitly denominated 'Mr. Chauveau's decrees for the enforcement of education amongst the people.' In fact the whole system is built up and sustained by this one-man power, and that power absolutely uncontrolled and irresponsible. Now we grant that Mr. Chauveau is thoroughly in earnest with his work and that his machinery is intended by him to do the work well, but we think a little ventilating of the mysteries of the Education Office would be both for his benefit and for that of the people."

On the other hand the *Montreal Transcript* of the 29th September has the following:

"We have personally great confidence and faith in Mr. Chauveau; and we know that his heart is in the vocation to which he has been called. But we have no fault in the system pursued in his office—handed down to him no doubt by his predecessors and kept up religiously without the shadow of a change. We expected better things in this respect from Mr. Chauveau. We believed and still believe him to be an advocate of progression, one who would move with the times. But somehow or other since he got seated in his cozy arm-chair the coils of red tapeism seem to have enveloped him; and he has let things jog along as they may. The meeting of Tuesday will do something to alarm him. . . . There is the more reason therefore that Mr. Chauveau should shake off the lethargy and supineness which seem to have overcome him, and do something to redress the grievances complained of and make himself still felt as a power in the State."

If the name was not affixed to each portrait, one could hardly believe that the over zealous functionary whose fertile brain has invented so many rules and regulations, and whose unchecked hand sets every body and every thing at defiance, and the very lazy Superintendent whose supineness and lethargy let things jog on so easily, are one and the same functionary. If he were allowed a voice in the matter he would perhaps modestly ask for a *mezzotermine* between the two extreme views thus taken of his administration, and would not unlikely add with Racine:

Et je n'ai mérité  
Ni cet excès d'honneur ni cette indignité.

In the meantime, the following extract from his last annual Report will give some idea of the course which he conceives he ought to follow in the difficult and by no means irresponsible position in which he is placed:

"I have pointed out in my previous reports the best measures to be adopted for the perfection of our system of education; and I would repeat that important as are some of the measures proposed and still under the consideration of the Government, particularly those that were adverted to in my report on the inspection of schools, a great deal also depends on the influence which public opinion can bring to bear upon the local authorities, in whose hands the law has placed so large a share of the initiative and responsibility. The most difficult task is that which consists in directing these local authorities without infringing on their powers, or discouraging any of the school commissioners or functionaries who may be very bravely struggling against difficulties, without, however, being able to obtain all that might be desired in the interest of the progress of

(1) Of this sum \$11,749 is to be deducted for building purposes, and a smaller amount levied by special assessment for the payment of debts.

education. If in this matter the Department should have appeared to some persons as wanting in energy or firmness, it may be well to observe that on many occasions a different course might have jeopardized the results which, unimportant as they may appear, have only been obtained with much difficulty."

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

(Translated by order of the Legislative Assembly.)

Extract from the Report of Mr. Inspector ARCHAMBAULT.

COUNTIES OF RICHELIEU, VERCHÈRES AND CHAMBLAY.

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 schoolhouses. 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 91 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, 79 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. Emarl, 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. Geffard at Contrecoeur, Milles. Cormier and Messier at St. Ours, Milles. Ritchie, Leblanc and Changnon 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 which 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 district, 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 M<sup>lle</sup>. 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 ratepayers 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 schoolhouse 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 schoolhouses 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 honour 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 favourable 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 good will 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. Brigidie, 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 commissioner, 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

Total number attending the schools in this county..... 2,411  
Increase over 1859 and 1860..... 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. René* 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 6 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 girls' 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 31.

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 six 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, LA PRAIRIE 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 schoolrooms 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.

Extract from Inspector LEROUX's Report for 1862.

COUNTIES OF BAGOT, ROUVILLE AND ST. HYACINTHE.

This district contained 159 elementary schools and several institutions devoted to the higher branches. The number of pupils attending the former was 9,443.

The number of schools that failed to show satisfactory progress was 31; but we see by a later report that this number has since been reduced to 15.

The finances were generally in a prosperous condition. "Having offered advice," says the Inspector, "to such teachers as appeared to be in a position to derive some advantage from the experience of others, I made promises of reward for assiduity, good conduct and success in teaching, with a view to stimulating a healthy spirit of emulation. I also promised honorable mention to those who should apply themselves zealously to work, and holidays to the pupils of the schools noted for regular attendance and good behavior."

(To be continued.)

TABLE of the Apportionment of the Superior Education Fund for 1863, under the Act 18th Vict., Cap. 54, as between Catholic and Protestant institutions.

LIST No. 1.—UNIVERSITIES.

NAME OF INSTITUTION.	Catholics.		Protestants.	
	Number of pupils.	Annual grant for 1863.	Number of pupils.	Annual grant for 1863.
McGill College .....			296	2407 00
To the same for one year's salary of the Secretary to the Royal Institution, the salary of the Messenger, and for contingent expenses .....				671 00
Bishop's College .....			163	1500 00
Total .....			459	4578 00

LIST No. 2.—CLASSICAL COLLEGES.

NAME OF INSTITUTION.	Catholics.		Protestants.	
	Number of pupils.	Annual grant for 1863.	Number of pupils.	Annual grant for 1863.
Nicolet.....	210	1721 00		
St. Hyacinthe.....	252	1721 00		
Ste. Thérèse.....	191	1377 00		
Ste. Anne de la Pocatière.....	215	1721 00		
L'Assomption.....	195	1377 00		
Ste. Marie, (Montreal).....	235	1377 00		
High School of McGill College.....			262	1128 00
“ “ of Quebec, for the education of 30 pupils named by Government.....			127	1128 00
St. Francis, Richmond.....			102	750 00
Three Rivers.....	107	600 00		
Morrin.....			24	400 00
Total.....	1438	9894 00	515	3406 00

LIST No. 3.—INDUSTRIAL COLLEGES.

NAME OF INSTITUTION.	Catholics.		Protestants.	
	Number of pupils.	Annual grant for 1863.	Number of pupils.	Annual grant for 1863.
Joliette.....	158	845 00		
Masson.....	313	1000 00		
Notre-Dame de Levis.....	106	845 00		
St. Michel, Bellechasse.....	130	845 00		
Laval.....	92	338 00		
Rigaud.....	131	845 00		
Ste. Marie de Monnoir.....	194	500 00		
Ste. Marie de Beauce.....	120	338 00		
Rimouski.....	142	500 00		
Lachute.....			185	178 00
Verchères.....	147	338 00		
Varennes.....	100	253 00		
Sherbrooke.....	48	253 00		
Longueuil.....	318	312 00		
St. Laurent.....	194	500 00		
Total.....	2193	7742 00	185	178 00

LIST No. 4.—ACADEMIES FOR BOYS, OR MIXED.

NAME OF INSTITUTION.	Catholics.		Protestants.	
	Number of pupils.	Annual grant for 1863.	Number of pupils.	Annual grant for 1863.
Aylmer, (Catholic).....	68	228 00		
Aylmer, (Protestant).....			36	228 00
Beauharnais, St. Clément.....	233	228 00		
Bonn, St. Andrews, Argenteuil.....	125	228 00		
Bare du Febvre.....	118	152 00		
Basie St. Paul.....	65	169 00		
Barnston.....			160	152 00
Berthier.....	160	340 00		
Buckingham.....	19	76 00	19	76 00
Belœil.....	83	340 00		
Chambly.....	81	178 00		
Cap Santé.....	21	152 00		
Clarenceville.....			69	304 00
Clarendon.....			56	152 00
Coaticook.....			88	135 00
Casville.....			70	152 00
Compton.....			84	152 00
Cookshire.....			35	152 00
St. Cyprien.....	145	152 00		
Charleston.....			24	480 00
Danville.....			84	228 00
Dudswell.....			42	152 00
Donham.....			81	304 00
Dorham, No. 1.....			70	135 00
St. Eustache.....	80	228 00		
Farnham, (Catholic).....	233	203 00		
Farnham, (Protestant).....			65	228 00
Freleighsburg.....			74	203 00
St. Coloman de Sillery.....	113	152 00		
Ste. Foye.....			50	152 00
Gentilly.....	90	152 00		
Grauby.....			59	304 00
Georgeville.....			37	152 00
St. Grégoire.....	114	152 00		
Huntingdon.....			38	338 00
St. Johns, Dorchester, (Catholic).....	167	304 00		
St. Johns, Dorchester, (Protestant).....			51	304 00
St. Jean, Island of Orleans.....	89	152 00		
Knowlton.....			96	304 00
Kamouraska.....	80	338 00		
Laprairie.....	150	203 00		
Lotbinière.....	24	135 00		
L'Islet.....	84	228 00		
Montreal Catholic Com. Academy.....	175	228 00		
Montmagny.....	225	253 00		
Ste. Marthe.....	80	152 00		
Missisquoi.....			49	233 00
Pointe-aux-Trembles, Hochelaga.....	82	304 00		
Phillipsburg.....			48	152 00
Sherbrooke.....			90	338 00
Sorel, (Catholic).....	352	400 00		
Sorel, (Protestant).....			44	135 00
Stanbridge.....			121	228 00
Sutton.....			64	192 00
Shefford.....			82	304 00
Stanstead.....			175	542 00
St. Timothée.....	125	135 00		
Three Rivers, (Catholic).....	36	250 00		
Three Rivers, (Protestant).....			19	150 00
Vaudreuil.....	104	152 00		
Yamachiche.....	130	228 00		
Quebec Commercial and Lit. Acad.....	66	152 00		
St. Andrews, Argenteuil.....			120	93 00
Roxton.....	60	133 00		
Total.....	3867	6877 00	2200	7154 00

LIST No 5.—ACADEMIES FOR GIRLS.

NAME OF INSTITUTION.	Catholics		Protestants.	
	Number of pupils.	Annual grant for 1863.	Number of pupils.	Annual grant for 1863.
Sto. Anne-de-la-Pérade.....	160	135 00		
St. Ambroise de Kildare.....	100	93 00		
L'Assomption.....	180	135 00		
St. Aimé.....	136	114 00		
Baie St. Paul.....	112	114 00		
Belœil.....	85	93 00		
Boucherville.....	105	93 00		
Les Cédres.....	61	93 00		
Chambly.....	120	152 00		
St. Césaire.....	157	127 00		
Sto. Croix.....	79	152 00		
Cowansville.....			40	152 00
St. Charles, Industrie.....	326	203 00		
Châteauguay.....	100	93 00		
St. Clément.....	259	152 00		
St. Cyprien.....	178	93 00		
St. Denis.....	132	93 00		
Ste. Elisabeth.....	122	203 00		
St. Eustache.....	100	96 00		
St. Grégoire.....	205	228 00		
Ste. Geneviève.....	90	93 00		
St. Henri de Mascouche.....	81	93 00		
St. Hilaire.....	80	93 00		
St. Hugues.....	76	304 00		
St. Hyacinthe, Sœurs de la Charité.....	290	135 00		
St. Hyacinthe, Sœurs de la Présent.....	162	135 00		
L'Islet.....	77	135 00		
Ile-Verte.....	70	133 00		
St. Jean, Dorchester.....	400	228 00		
St. Jacques de l'Achigan.....	155	203 00		
St. Joseph de Lévis.....	262	304 00		
Cakonna.....	80	169 00		
Kamouraska.....	104	152 00		
Laprairie.....	142	93 00		
Longueuil.....	390	304 00		
St. Lin.....	136	93 00		
St. Laurent, Jacques-Cartier.....	130	203 00		
Longue-Pointe.....	46	152 00		
Montreal, board 12 Deaf & Dumb F.....	12	449 00		
Ste. Marie-de-Monnoir.....	127	152 00		
Ste. Marie de Beauce.....	113	169 00		
St. Martin.....	90	93 00		
St. Michel, Rellechasse.....	72	228 00		
St. Nicolas.....	37	93 00		
St. Paul de l'Industrie.....	66	93 00		
Pointe-Claire.....	78	93 00		
Pointe-aux-Trembles, Hochelaga.....	100	203 00		
Pointe-aux-Trembles, Portneuf.....	102	203 00		
Rivière-Ouelle.....	78	174 00		
Rimou-ki.....	142	228 00		
Ste. Scholastique.....	134	101 00		
Sherbrooke.....	134	304 00		
Sorel.....	403	350 00		
Ste. Thérèse.....	151	93 00		
St. Thomas de Pierreville.....	60	152 00		
St. Timothée.....	117	135 00		
St. Thomas de Montmagny.....	192	228 00		
Varenes.....	107	169 00		
Yamachiche.....	109	152 00		
St. Benoit.....	90	152 00		
Trois-Rivières.....	223	228 00		
Ste. Famille.....	82	195 00		
Terrebonne.....	146	93 00		
Trois Pistoles, No. 1.....	61	133 00		
Vaudreuil.....	90	93 00		
St. Denis St. Academy, Montreal.....	123	150 00		
Total.....	8727	10390 00	40	152 00

LIST No. 6.—MODEL SCHOOLS.

NAME OF INSTITUTION.	Catholics.		Protestant.	
	Number of pupils.	Annual grant for 1863.	Number of pupils.	Annual grant for 1863.
St. Andrew's School, Quebec.....			69	511 00
British & Canadian Sch. Soc., Mont.....			212	676 00
Col. Church & Sch. Soc., Sherbrooke.....			32	169 00
British & Canadian Sch. Soc., Queb.....			282	740 00
National School, Quebec.....			155	375 00
Point St. Charles, Montreal.....			151	250 00
Society of Education, Quebec.....	510	946 00		
“ “ Three Rivers.....	295	509 00		
Free Sch. in con. with the American Presbyterian Sch. Soc., Montreal.....			121	338 00
Col. Church and School Soc., Mont.....			1125	676 00
Lorette, Girls' school.....	26	133 00		
“ Boys' “.....	19	133 00		
Stanford.....	25	56 00		
St. Francis, Indian school.....	31	169 00		
Quebec, Lower Town, Infant school.....			*45	169 00
Quebec, Upper Town, Infant school.....			80	308 00
St. Jacques, Montreal.....	604	845 00		
To the Cath. Com. of the City of Que.....	485	338 00		
Deschambault.....	58	152 00		
St. Constant.....	113	114 00		
St. Jacques le Mineur.....	155	114 00		
Point Claire.....	62	152 00		
Lachine.....	236	74 00		
Côte des Neiges.....	83	74 00		
St. Antoine de Tilly.....	38	74 00		
St. Edouard de Napierville.....	122	74 00		
Ste. Philomène.....	40	74 00		
St. François du Lac.....	88	74 00		
Laprairie.....	64	74 00		
Lacolle.....	83	74 00		
Côteau St. Louis.....	185	74 00		
Rivière du Loup.....	45	74 00		
Ste. Anne de Lapérade.....	76	74 00		
St. Romuald de Lévis.....	149	74 00		
St. Charles, St. Hyacinthe.....	135	74 00		
St. Grégoire.....	65	74 00		
St. Henri, Hochelaga.....	196	74 00		
Beaumont.....	78	74 00		
St. André, Kamouraska.....	61	74 00		
Ste. Anne des Plaines.....	96	74 00		
St. Césaire.....	152	74 00		
St. Joachim, Two Mountains.....	80	74 00		
Boucherville.....	110	74 00		
Lachine, Dissentients.....			73	74 00
Malbaie.....	60	74 00		
St. Hermas.....	48	74 00		
Ste. Rose.....	79	74 00		
St. Denis, Kamouraska.....	128	74 00		
St. Hyacinthe.....	214	74 00		
Chicoutimi.....	147	140 00		
St. Sévère.....	80	74 00		
St. Pierre, Rivière du Sud.....	31	74 00		
Bury.....			52	74 00
Châteauguay.....	72	74 00		
St. Hilaire.....	47	74 00		
Ste. Scholastique.....	92	74 00		
St. Joseph de Lévis.....	190	74 00		
St. Michel Archange.....	161	74 00		
St. Jean Deschailions.....	67	74 00		
St. Gervais.....	31	74 00		
St. Nicolas, Lévis.....	30	74 00		
St. Isidore.....	89	74 00		
St. Henri de Lauzon.....	62	74 00		
Total.....	6193	6613 00	2397	4352 00

\* No number given in report.

LIST No. 6.—MODEL SCHOOLS.—(Continued.)

NAME OF INSTITUTION.	Catholics.		Protestants.	
	Number of pupils.	Annual grant for 1863.	Number of pupils.	Annual grant for 1863.
Carried forward.....	6193	6613 00	2397	4352 00
Grande Baie.....	97	74 00		
Sommerset.....	47	152 00		
Ste. Geneviève de Batiscan.....	102	74 00		
St. Valentin.....	81	56 00		
St. Vincent de Paul.....	56	56 00		
Ste. Martine, (boys).....	118	56 00		
Bécancour.....	165	56 00		
St. Hubert.....	62	56 00		
St. Jérôme.....	55	56 00		
St. Gertrude.....	43	74 00		
St. Charles, Bellechasse, (boys).....	86	74 00		
St. George, Cacouna.....	94	56 00		
Pointe-aux-Trembles, Portneuf.....	67	74 00		
St. Cécile, Beauharnais.....	134	74 00		
Eboulements.....	72	74 00		
Prot. Model Sch., Panet St., Mont. St. Laurent, Montmorency.....	100	74 00	269	74 00
Rawdon.....			125	74 00
St. Gervais, (Convent).....	70	74 00		
Notre-Dame-de-la-Victoire, Lévis Rigaud, (Convent).....	182	74 00		
St. Vincent de Paul, (Convent).....	112	74 00		
Sch. Visitation St., Montreal.....	159	74 00		
St. Jean Port Joly, girls' school.....	850	74 00		
Lacolle, Dissentients.....	100	74 00	104	74 00
St. Ann No. 2, Kamouraska.....	77	56 00		
Melbourne, girls' academy.....			20	74 00
German Protestant Sch. of Mont. Pointe du Lac.....	80	74 00	83	56 00
St. Edouard, Témisc. girls' school.....	130	74 00		
Château-Richer.....	56	74 00		
Lotbinière.....	45	74 00		
Rivière-Ouelle.....	33	74 00		
St. Narcisse.....	66	74 00		
St. Paschal.....	65	74 00		
Ste. Famille, Island of Orleans.....	56	74 00		
Ste. Foye.....	108	74 00		
St. Stanislas.....	71	74 00		
Leeds.....			42	74 00
St. Henri de Mascouche.....	84	74 00		
Écureuils.....	118	56 00		
St. Jean Crystostôme No. 2.....	119	56 00		
Rivière-des-Prairies.....	26	56 00		
St. Louis de Gonzague.....	98	56 00		
St. Léon.....	78	56 00		
St. Aimé.....	125	74 00		
Cath. Sch., Point St Charles, Mont. St. John's Suburb, Quebec.....	63	74 00		
St. André Avelin.....	90	74 00		
St. Alexandre, Iberville.....	84	74 00		
St. Alexandre, Iberville.....	50	74 00		
Acadie.....	126	74 00		
Ste. Claire, D.....	105	74 00		
St. Charles, Bellechasse, girls.....	102	74 00		
Cap St. Ignace.....	90	74 00		
St. Anselme, boys' school.....	35	74 00		
Escoumins.....	30	74 00		
St. Elouard, Témiscouata, boys.....	93	74 00		
St. Frederick, Drummond.....	70	74 00		
Iberville.....	150	74 00		
St. Irénée.....	65	74 00		
St. Philip.....	95	74 00		
Carried forward.....	11728	10439 00	3092	4852 00

LIST No. 6.—MODEL SCHOOLS.—(Continued.)

NAME OF INSTITUTION.	Catholics.		Protestants.	
	Number of pupils.	Annual grant for 1863.	Number of pupils.	Annual grant for 1863.
Carried forward.....	11728	10439 00	3092	4852 00
St. Calixte de Sommerset.....	80	74 00		
St. Sauveur, Quebec.....	80	74 00		
St. Roch de l'Achigan.....	74	74 00		
St. Révis.....	20	74 00		
St. Henri, Dissentients.....			52	74 00
Henriville, Iberville.....	94	56 00		
Arthabaskaville.....	116	56 00		
St. Anselme, (Convent).....	80	56 00		
Bagotville.....	36	56 00		
Carleton.....	88	74 00		
Coteau du Lac.....	41	74 00		
Deschambault, (Convent).....	98	56 00		
St. Henri, Hochelaga.....	250	56 00		
Ste. Hélène, Kamouraska.....	110	56 00		
Inverness.....			34	56 00
Ste. Julie, Megantic.....	50	56 00		
St. Luc.....	75	74 00		
St. Lambert, Lévis.....	64	56 00		
Matane.....	73	56 00		
Magog.....			33	74 00
Maria, Bonaventure.....	60	74 00		
Ste. Martine, girls.....	106	56 00		
Nicolet.....	79	56 00		
St. Placide.....	88	74 00		
St. Ursule.....	107	56 00		
Sault-aux-Récollets.....	75	74 00		
Sherrington.....	118	93 00		
Huntingdon, (Convent).....	45	74 00		
Henriville.....	110	56 00		
St. Etienne, Ottawa.....	35	56 00		
West Shefford.....			37	75 00
St. Romuald, Lévis.....		40 00		
St. Sulpice.....	90	56 00		
Cap Rouge.....	124	56 00		
Total.....	14914	12338 00	3196	5057 00

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