

9739

40

3) REPORT

OF THE

SUPERINTENDENT OF CATHOLIC SCHOOLS

IN THE

PROVINCE OF MANITOBA

*Dept of Education*

FOR THE YEAR 1877-78



PRINTED BY AUTHORITY

WINNIPEG:  
ALEXANDER BEGG, QUEEN'S PRINTER.  
1878.

# REPORT

REPORT

OF THE

SUPERINTENDENT OF CATHOLIC SCHOOLS  
SUPERINTENDENT OF CATHOLIC SCHOOLS

PROVINCE OF MANITOBA

FOR THE SCHOLASTIC YEAR ENDING JUNE 30 1878

IN THE

PROVINCE OF MANITOBA

PROVINCE OF MANITOBA

FOR THE YEAR 1877-78.

During the year which has just ended the number of schools has

increased sufficiently to require the attention of the Superintendent

of the schools, and it is hoped that the progress made during the year



PRINTED BY AUTHORITY.

WINNIPEG:  
ALEXANDER BEGG, QUEEN'S PRINTER.

1878.

Although the care of the schools is the duty of the parents of the children, it is the duty of the Superintendent of the schools to see that the schools are properly managed and that the children receive a good education.

**REPORT**  
OF THE  
**SUPERINTENDENT OF CATHOLIC SCHOOLS**  
FOR THE  
**PROVINCE OF MANITOBA.**

**FOR THE SCHOLASTIC YEAR 1877-78, ENDING 31ST JULY 1878.**

*To His Excellency the Hon. Joseph Edouard Cauchon, Lieutenant-Governor of the Province of Manitoba.*

MAY IT PLEASE YOUR EXCELLENCY :

I have the honor to submit to Your Excellency my Annual Report on the Catholic Schools of the Province of Manitoba, for the scholastic year ending in July 1878.

During the year which has just ended the number of our schools has not much augmented, but I am happy in being able to report a marked progress in many of those which exist.

There are certain localities in which the population is now considerable enough for the formation of school districts, capable of sustaining the necessary schools; and there is reason to hope that measures will be taken towards the organization of these new districts.

In our previous reports we have pointed out what were, in our opinion, the best means of providing in our schools the education required. We shall now take the liberty of adding, to what we have already said, some few remarks on intellectual and moral education, and on the hygiene, architecture, and furnishings of our schools.

INTELLECTUAL EDUCATION.

Although the care of the teacher for the health of the pupils in his school is not unimportant, it must be added that the parents of the child, exercise, on this head, a supervision infinitely more direct and



efficacious. This is not the case, however, respecting education. The teacher, in this respect, can only count upon himself; the greater number of the parents who have placed their children in his hands being unable to second his efforts, through want of intelligence or by the nature of their occupations. He must therefore always keep in view the fact, that the intellectual progress or the ignorance of the rising generation is almost exclusively in his hands, and that to his neglect will be attributed any want of success, should such be the result of his labors.

Of all the faculties of the youthful mind, without contradiction, memory is the one most fruitful. It should be cultivated with particular attention. Everyone knows that the knowledge acquired in early years accompanies us throughout life. The lessons given should be frequent enough to render the memory elastic; varied enough to break the monotony of instruction; and wisely enough graduated to be in harmony with the progress of the age.

Many methods have been contrived to give scope to the memory; and it is not rare to see sufficiently curious effects of the development of this faculty obtained by the methods known as mnemotechnical, but these methods are all based upon a principle which can never be accepted by the prudent teacher without mistrust—namely, the exclusion of the process of reasoning. Far from ever depriving memory of this precious quality, a good teacher, on the contrary, will make them concur, both one and the other to the common goal; he will bring the one to the assistance of the other, by making his pupils commit to memory only such lessons as he will have made lucid by his explanations; he will in particular take care to clearly explain definitions and formulas; and to better assure himself that no obscurity remains in the mind of the pupil, by a system of interrogation, conducted with care, he will know how, in his teaching, to recal those words the meaning of which might have been the object of some doubt, and he will insist upon obtaining their exact sense.

Thus, the power of reasoning, all feeble though it may be in a child, will nevertheless receive that degree of culture to which it is entitled, and memory, in its turn will gain by being more exact and more tenacious. With the same object recourse might be had to general rehearsals of a certain grouping of lessons already learnt; care being taken, above all things, that the recitations do not resemble a kind of sing-song. Without undertaking to give the pupils lessons in theatrical declamation, they should be accustomed from an early age to utter their ideas in a tone befitting the subject, and not to acquire that mode of recitation uniform and monotonous, which ordinarily bespeaks a lesson committed without understanding.

The imagination merits no less the attention of the teacher. If

we bring to mind that for us this faculty is the sense of the purest joys or the most unhappy aberrations, we shall understand how necessary it is to moderate and to regulate, at an early period, a faculty on which often depends the happiness or misery of a lifetime.

Even when the imagination, in certain minds, appears to be inactive, we may be certain that from the earliest years it is being prepared for the important part it is to play in later life. Not only is it amassing by continuous observation, the materials on which it will soon be exercised; but it combines the images perceived by the senses, and forms reveries more or less fugitive;—in a word, it already creates. Is it prudent; then, as some severe moralists pretend, to repress this luxury of the intelligence of childhood? to turn aside to the advantage of the other faculties. The sap of a precocious imagination, withdrawn perhaps from the culture of memory and of the judgment? No; without doubt, nature must be guided and mastered; but it must not be repressed. If you present to childhood images too varied, you adopt as a means of education too rapid a succession of objects which occupy the sight without giving the intelligence the time necessary to compare them; you risk accustoming the mind to a want of precision; and you dispose it to vague contemplations, and the seductiveness of uncertainty. And yet if, through fear of those dangers, you prefer to stifle the cause, you attempt an undertaking both impossible and unfortunate. That which God has done is well done! If he has willed that in every child the imagination should be enkindled in a certain degree, he has not accorded you the right to destroy his work. To preserve and direct, that is the work of every enlightened teacher. Moreover, in vain shall we seek to repress the imagination, which will always find an outlet in some direction; and, not having been skillfully managed, its flight will be all the more perilous.

Here then are the rules which appear to us useful to observe for the guidance of this faculty; remove from children, as much as possible, images which are strange, ugly or terrifying; multiply, on the contrary, those which may, at an early age, familiarize them with the beautiful and inspire them with taste; avoid exciting them by marvellous narratives and romantic tales; and above all things regulate the imagination in its first efforts by practicing the pupils in composition.

Composition is a matter too much neglected in the schools; it is, nevertheless, a means of exciting interest in studies of a fastidious nature; of bringing the teacher's intelligence into intimate relations with the faculties of his pupil; finally, of utilizing, by application, the limited treasury of knowledge which the latter has already in store.

It is not intended here, be it well understood, to impose upon the children of our school essays in rhetoric, but to discipline them in



clearly expressing, whether in writing or by word of mouth, their thoughts in a reasonable manner; to combine their ideas; and to give an agreeable form to their recitations. The exercises, confined moreover, to the higher divisions, might often replace with advantage the dictations; they would accomplish the same purpose, that is to say the perfecting the young pupils in the knowledge of orthography and grammar.

It must be made a rule to select the subjects of these compositions in the sphere of popular needs and the ideas belonging to the youthful age; as we have already written. Short pieces on history, and on natural history; descriptive pieces; and correspondence; which we must be careful to correct in full class, while being careful not to discourage the pupils by too great a severity of criticism. These exercises, by directing at an early stage the awakening faculties must produce a greater influence on the direction of the mind than might be believed.

In many of the distinguished primary schools, and particularly in those of Germany, it has been thought good to set apart certain days of the week, and certain fixed hours, for the discipline of the judgment. And although this practice may have given satisfactory results, we have no reason to expect that it will be adopted here. We have explained with sufficient clearness our views on the importance which we attach to the development of the reasoning faculty, to escape the reproach of not being fully alive to its necessity. If we repudiate the practice in question, it is because, on the contrary, we fear that after one or two such classes per week the teacher may not consider himself bound to do more, being, as we believe, from morning to night, and in respect of all his classes, obliged to summon the reasoning power to his assistance as the touchstone of instruction. Grammar, arithmetic, reading, geography, are separate sciences which should be taught at fixed times; but the judgment is the common basis of all these objects of study: it may be cultivated—it cannot be taught.

#### MORAL EDUCATION.

The cultivation of morals—is it necessary to repeat it—is of preponderating importance. Compared with physical education, it has the superiority which the soul has over the body; with intellectual culture the advantage which virtue has over talent. Physical education and the culture of the intellect may supply the state with sound and robust bodies, with enlightened and upright minds; but moral instruction forms the Christian, the devoted citizen, the steady soul, the grateful child, the good father;—almost the whole of man.

It is in this direction that the teacher should bend the weight of his efforts.

The religious sentiment is the foundation of all society; and the teacher should cultivate it in the hearts of his pupils with assiduous constancy. The contemplation of the grand spectacles of nature, and the power of God manifested in his works; the exposition of the leading facts of Christianity, will often bring to his lips the homage due to the divine wisdom, goodness, and justice. By this means his pupils will learn to better understand the holiness of prayer.

The example of piety amongst their teachers, short but serious and interesting reflections on the parables of the old and new Testament, which make the object of their readings on the happiness resulting from the love of God, on the nobleness added to all the other feelings by that affection, will leave, in these yet tender souls, an impression that will last a life time.

The attachment to the great principles of order, the respect due to the laws and to the rights of others, are also social virtues that the teacher will teach the children to understand and appreciate; he may exemplify them by well selected historical traits brought in in good time, and ably developed. The young age is not generally the time of passions of hatred, nor of interested calculations; nevertheless sometimes, the envy, jealousy, ambition, selfishness, deadly vices to every society commence to appear; the teacher must fight these incessantly. The same as he can be lenient to defects which may be excused by the ardor and inexperience of youth, as much must he show barron for those vile inclinations which destroy all ties of brotherhood between men, and are pregnant with seeds of dissolution in society. To the contrary, he will always encourage the opposite qualities—he will praise disinterestedness, and truthfulness; he will support a generous emulation which allows applause to the merits of rivals; if he shows more interest for endeavors than for success, for fulfillment of duty than for the éclat of the reward, he will make the defeat less painful and the victory less odious. He will prevent envy and jealousy amongst some, and the ambition and pride amongst others; and, in the end, he will teach his pupils always to keep between themselves those mild and polite forms which make the charm of social relations.

There is still another service that society must expect from the wise direction given by the teacher of the minds of children. Under the pretext of criticising the age that we live in, it is impossible not to notice the disgust which everybody entertains for his position, and the blind action that brings so many young men out of the paternal sphere or vocation. The principle of this emulation may be worthy of praise; but the excess is bad, an intelligent teacher will have to fight against its spreading.

Men want consideration and welfare—the improvement of the condition of the inferior classes, which now attracts the attention of all well-minded men is not only a duty of charity, but a way suggested by prudence to re-establish the equilibrium between the various elements of the social organization. The teacher, it is true, can only have



an indirect influence in this work ; but as far as to the first esteem that every man is desirous of, he is in a position to show to children that it may be had in all ranks, and all positions ; there are no such humble positions that the party who has it cannot be proud of. He may, without affectation, without exaggeration, prove that consideration is acquired by titles altogether outside of superiority of fortune or condition ; that it is the tendency that it becomes more and more personal ; and that, to acquire the respect of our fellow men, we have only to deserve it.

It is useless to say that the teacher must, before all, show good example ; if he makes use of rough and offensive expressions, if his tone of voice is harsh, if his gestures are intemperate, it would be better for him not to speak of mildness and politeness ; if he is not exact in the fulfilment of his duties, if he lacks regularity and order in the lessons and the work of his class, he might dispense with recommending order to his pupils ; the desks will be out of order, the copybooks will be soiled, with ink or torn ; if his whole appearance does not show that he takes some care of his person, without nevertheless attaching too much importance to his toilet, I am very much afraid that cleanliness appears to be less important to children, and that they come to school with dirty hands and uncombed hair.

It is very important, for the authority that the teacher must have, that he will keep his temper always the same. If he inflicts a punishment, he must not show any other motive than justice, especially his physiognomy, his gesture, his voice must not betray any anger. If he rewards, favor and caprice must not dictate his choice. A teacher who understands his position will accept with pleasure the apologies from a child ; he will listen with interest to his justification, when made in a respectful way ; he will inflict no public punishment except for public faults. The private faults only call for a private reprimand. The guilty child is less humiliated, and the example of his wrongs does not become contagious for his comrades. To indulge in jeering, railery, and sarcasm is to compromise respect ; it must moreover tend to make a fault thus provoked appear less serious. The teacher should therefore avoid, unless in exceptional cases, employing the power of ridicule ; ridicule, among all the means of education, is that which is least calculated to produce a profound action on the formation of character.

The teacher should prepare his lessons with care ; this is a point to be insisted on. Children are merciless in their criticism ; the only teacher accepted by them as a good one is he who is infallible.



## HEALTH OF THE SCHOOL.

It is very desirable that all school-houses should be constructed from the first on well understood and approved principles; unfortunately classes are accommodated in structures that were originally intended for an entirely different purpose, and which are far from exhibiting the conditions necessary to healthfulness.

## VENTILATION.

Air, that agency most indispensable of all to the support of existence, may become, by the alteration of its qualities, so changed that it is useless; many causes contribute to render it impure—the emanations which result from the decomposition of animal or vegetable matter, the exhalations of swamps, the gas liberated by offensive substances, and above all, breath respired by man, which substitutes for the vital principle a deleterious principle.

It is essential therefore that attention should be given to maintaining in the school the purity of the air by expelling the vitiated atmosphere, and by the constant introduction of pure air. To fulfil the first condition it is necessary to insure the personal cleanliness of the children.

The conveniences provided require from this point of view very careful overlooking, for they become in connection with many schools, from their filthy condition, a veritable centre of infection. Cleanly practices of the most strict kind should be enforced in connection with these conveniences, and, in the summer time, it is necessary that they should be scrubbed at least twice a week. In case the smell from these places should be found too offensive, it would be well to resort to occasional sprinkling with water charged with chloride of lime.

The teacher should likewise watch against the accumulations of pools of stagnant water within the precincts of the school.

The air in the school should be renewed by opening the windows during recess or during the session of classes if the temperature permits; but it is necessary always to take care that draughts caused by the introduction of cold air do not strike the children, who, if subjected too directly to their influence, cannot fail to suffer.

The heat of the room should not exceed 15 degrees (centigrade thermometer); in fact, if allowed to exceed that limit, the temperature is liable to become fatiguing and to induce restlessness. A pan full of water, that should be kept constantly on the stove, contributes to the hot atmosphere a certain amount of humidity necessary for easy respiration.

#### LIGHTING.

Light, although less necessary to life, has not less influence than the air upon the health. People who pass their existence in dark places are pale and wan. Light then should be supplied abundantly in a school, and particular care should be taken to expose to its influence weak children, and those of whom the skin is white and the hair a pale blond. One thing which demands equally great attention is the direction from which the light strikes the eyes. Light which is in front causes discomfort and soon fatigues. Light which comes laterally from windows having a height of about six feet is that which is preferable.

#### SCHOOL HOURS.

School hours should not extend beyond the limit of five hours daily. It would be impossible to secure even for that period sustained attention on the part of the pupils, unless care be taken to vary the subjects of study. At the same time, while thus indicating the time that should be employed, it is not wished to deprive the school of a short interval of recess.

#### POSITION OF THE PUPIL'S BODY.

Most pupils contract the habit, while at work, of bending the body forward and pressing the lower part of the chest forcibly against the edge of the table, at the same time thrusting their legs under the form. This position, as vulgar as it is ungracefully and which causes the hand to be less firm and easy writing, has the disadvantage still more serious of obstructing, by compression of the chest and stomach, the functions of respiration and circulation. Dizziness, headache, and violent palpitation of the heart may result when this bad practice develops into a regular habit.

#### PUNISHMENTS.

It is necessary that masters should abstain as much as possible from inflicting punishments intended to have effect by

causing bodily pain. For instance, the compelling of a child to kneel, if too often repeated and too much prolonged, cannot but result in bad consequences. It has been observed that, by enforcing this position, complaints of the kidneys, and inflammation of the back part of the knee, may result.

#### SCHOOL ARCHITECTURE.

The first thing to determine on when contemplating the establishments of a school, is the choice of a central situation, being airy and having facilities of access. Now as to the building. It should be plain and modest in style, yet comfortable; isolated from dwellings of persons lawless or disorderly such as would expose the children to form impressions, whether of a moral or physical nature, destructive not less to their manners than to their health. The school-room should be floored, well lighted, accessible to the sun's rays; and the windows, provided with blinds, should be so arranged as to readily admit fresh air. It is desirable that the dwelling of the teacher and his family should be built on such a plan as would comprise three buildings or less, including kitchen, and that it should be surrounded by a garden if practicable. It is also recommended that an enclosed playground should be provided for the use of the children before school hours and for their safety during recreation time.

The dimensions of the school-room should be in accordance with the number of pupils to be accommodated.

The space which should be allowed for each pupil is three cubic feet of air, and the ceiling should not be less than twelve feet in height. Experience and theory both demonstrate that every school-room should be built of such proportions as to ensure the best hygienic conditions, and so arranged as to furnish the best facilities for a systematic direction of the school. A height of nine feet, however, may be tolerated in houses that are not built so as to allow more.

In mixed schools the school-room ought to be divided by a partition into two apartments, the one for the use of the boys, the other for the girls. In all schools the conveniences should always be placed so as to be readily viewed from the desk of the master; and they should be divided into two closets, distinct and isolated from each other at schools which are attended by both sexes.

That which should be considered in the construction of a school house is not to gratify the professional *amour propre* of an architect, or to raise a monument. The object should be to rea-



lize conditions of convenience and to provide scholastic accommodations. It is, moreover, much to be desired that a spacious court, and a garden full of trees and flowers, should encompass the school with agreeable and healthful surroundings, and towards which the affections, as well as the thoughts, of the children will revert with pleasure. Very often a school house may be observed standing exposed and without protection, during the summer from the broiling heat of the sun, and during winter from the frequent storms. That is why it is urged that such conditions should be maintained that the pupils, when released from their forms, cannot recall in their recollections any impressions but such happy ones as will later become an attraction for their own children.

The Americans have set us in this respect such good examples as it would be well for us to follow.

#### FURNITURE.

The following is an extract from an American work which is regarded as an authority on school architecture :

“ Why should we not seek to render as agreeable and attractive as possible the place where a teacher and his pupils pass so large a part of their time? The school is the reception room of the teacher. Why then should it not be neat and well kept? Why further should it not exhibit the traces of good taste and useful decoration? Blank walls, having an aspect cold and desolate, with nothing to afford the slightest relief to the eye, are these the most beneficial objects to place within the view of the young occupants of such premises, who are there to receive their first and most lasting impressions? Every thing that tends to create in young people appreciation of that which is beautiful is of the highest value; and everything that contributes to render our schools agreeable and attractive is of importance. Why should the interior of school-rooms not exhibit evidences of taste and elegance like a parlor? Why should not a vase of flowers embellish such an apartment? Why should the walls not only exhibit well executed maps, but historical engravings, together with the portraits of the benefactors of our country? The answer given may be that the expense involved would be thrown away—that the pretty objects would prove injurious to the pupils. This grievous result, I know by experience, is by no means inevitable. I know that many masters have been only too glad to impart to children habits of order and propriety in the midst of surroundings whose value renders them the more worthy of care rather than among other objects that fail to interest their taste. One generally observes that in such schools as provide

something fresh to render the studies attractive the pupils prove careful and orderly.

"In Philadelphia the pupils of the Grammar School exhibit a praiseworthy pride in taking care of the garden and in protecting the shrubs, flowers, and interior decorations. The direct and indirect influence of these decorations under the constant care of the pupils, and the interest that they display in the conservation of these things, soon make their influence felt in producing more elevated taste and better manners which have in their turn a corresponding effect upon those with whom they come in contact."

The above considerations deserve careful thought. It is the duty of each teacher to consider in what and by what means, according to the degree of his opportunities, he can render his school pleasant both for his pupils and himself.

We now refer to the technical details of the furnishing of the school-room.

#### FORMS AND TABLES.

It is of the highest importance, having regard to the health of the pupils, that the tables should be made in such a manner as not to be too close over the forms. To compel children to remain immovable for two or three hours, in a state of discomfort which becomes a punishment, is the very best means by which to teach them to regard school and study with aversion, and to provoke insubordination subversive of discipline.

By what right do you stigmatize as bad those children who fidget, strike their school-fellows and annoy them during their work, when you constrain them to cramp themselves up at an age when freedom of movement is the primary want?

The length of the tables and forms should be according to the size of the school-room.

The forms should be ranged one behind the other according to the length of the room. The master thus embraces within his observation the whole of the pupils, and the influence of such observation is as effective as the employment of words. It will be found advantageous to introduce in the school a plan by which infant schools can be provided apart from the principal school-room. We would also speak of a series of forms placed one on the other to form steps. When the master gives a gen-



eral lesson, when he comments on a selection of reading, when he gives general instruction, etc, he addresses himself equally to all his pupils; and the gradation permits of grouping the children easily in a small space to the number of a hundred, a hundred and twenty, or a hundred and fifty pupils. It has this further advantage of giving, for the pupils, opportunity for some change of movement, and consequently of recalling their attention when it is on the point of wandering. In both England and the United States the system of gradation passes very generally from the infant school to the primary school.

#### PLATFORM.

To secure a complete supervision, the platform should be so constructed as to enable the master to overlook the school-room. It should have a depth of two paces, and upon it should be the teacher's desk.

It would be well that the platform should occupy the north end of the school, and that this end should have a wall without window, in order that the desks should be so arranged that the pupils can sit with their faces towards the north. The following are the advantages presented by this arrangement:—1st. The north wall, without opening, keeps out the coldest winds; 2nd. The pupils, by facing a wall of this kind, avoid the inconvenience of the glare striking them full in the face. If it is absolutely necessary to make windows in this wall it will be found that the light will be less strong and dazzling to the sight.

#### BLACKBOARDS.

Blackboards for a large school should be about three feet square. In small schools where lineal drawing is not taught a less height for such boards is advisable. Blackboards are indispensable to enable pupils to make rapid progress, and thus they may be regarded as essential for instruction. It is preferable to have several so that each class can work separately during the same time. In addition to the above the following should form part, so to speak, of the equipments of a school house, as objects with which a school should be provided:

A Crucifix. This ought to be placed above the platform in front of the pupils. In addition, some other images, if convenient, should be provided.

Spelling and Reading Charts in characters sufficiently large to be read distinctly by all the children of a class.



A Map of the Province of Manitoba, showing the subdivision of the Province into counties.

A map of the Dominion of Canada, exhibiting the boundaries of each Province.

A map of the World showing the various continents.

A Terrestrial Globe.

A Clock.

A Bell, for the purpose of announcing the hour of recreation, the arrival of school hour, and to otherwise draw the attention of the pupils whenever necessary.

A Thermometer.—The master can tell by observation of this instrument when it is necessary to renew the air in the school room, or to raise or lower the temperature.

#### SCHOOL STATISTICS.

We give hereafter the report of each of the schools in operation in the Province during the past scholastic year. These reports exhibit the state of instruction in these schools, as well as the number of pupils in attendance.

#### CATHOLIC SCHOOL DISTRICTS OF WINNIPEG.

##### ST. MARY'S ACADEMIE.

##### *Girls.*

The success of this establishment is certainly very remarkable as shown by the reports. This result will astonish no one who is aware that the school is under the able direction of the Rev. Sisters of the Holy Names of Jesus and Mary.

The number of pupils is daily increasing, being recruited from families of the best position in Winnipeg and other parts of the Province.

As in previous years, public examinations have been held with the greatest success.

The school was opened on the 3rd of Sept., 1877, and it was closed on the 11th of July, 1878.

Instruction is given in both the English and French languages.

The course comprises six classes.

The number of pupils in each of these classes is as follows:

ENGLISH COURSE.

	1st cl.	2nd cl.	3rd cl.	4th cl.	5th cl.	6th cl.	
1 Religious Instruction	20	19	18	4	5	4	70
2 Spelling	18						18
3 Reading	25	29	26	10	9	7	108
4 Writing	42	32	26	10	9	7	126
5 Object Lessons	29	21	21	4	6	5	86
6 Behaviour	29	21	21	4	6	5	86
7 Grammar		21	21	4	6	5	57
8 Composition		21	21	4	6	5	57
9 History		21	21	4	6	5	57
10 Geography		21	21	4	6	5	57
11 Arithmetic		21	21	4	6	5	57
12 Drawing			3	4	2	2	11
13 Vocal Music	42	32	26	10	9	7	126
14 Instrumental Music			5	6	4	5	20
15 Needle work		25	20	10	9	7	71
16 Mythology					6	5	11
17 Logic					6	5	11
18 Natural Philosophy					6	5	11

Number of pupils enrolled in each class:—

1st class	42
2nd "	32
3rd "	26
4th "	10
5th "	9
6th "	7
	<hr/>
	126

## FRENCH COURSE.

	1st c.	2d c.	3d c.	4th c.	5th c.	6th c.	
1 Religious Instruction	13	11	5	6	3	2	40
2 Spelling	23						23
3 Reading	19	32	26	10	9	7	103
4 Writing	42	32	26	10	9	7	126
5 Object Lessons	13	11	5	6	3	2	40
6 Behaviour	13	11	5	6	3	2	40
7 Grammar		32	26	10	9	7	84
8 Composition		32	26	10	9	7	84
9 History		32	26	10	9	7	84
10 Geography		32	26	10	9	7	84
11 Arithmetic		11	5	6	3	2	27
12 Drawing			3	4	2	2	11
13 Vocal Music	42	32	26	10	9	7	126
14 Instrumental Music			5	6	4	5	20
15 Needle work		26	20	10	9	7	71
16 Mythology					3	2	5
17 Logic					3	2	5
18 Natural Philosophy					3	2	5

Number of pupils enrolled in each class :—

1st class	42
2nd "	32
3rd "	26
4th "	10
5th "	9
6th "	7
	126

Number of pupils on the register of the school—123.

Attendance at the school during each half-year :—

1st half-year:

September	1205
October	1393
November	1072
December	809
January	979
	5458



## 2nd half-year :

February	1096
March	1144
April	828
May	1030
June	1003
July	349

---

 5450

ST. MARY'S ACADEMY.

*Boys.*

The direction of this school has this year also been confided to the Rev. Father McCarthy, who has succeeded in completing its organization to general satisfaction.

It unfortunately happens that the locality in which this school has been established is not sufficiently central, which circumstance prevents it being attended by a larger number of pupils. However, in spite of this drawback, the attendance has, on the whole, been satisfactory. The total number of pupils enrolled on the register increases each year.

The school was opened on the 1st September 1877, and closed 1st July 1878.

Both French and English are taught, and the course comprises four classes.

The number of pupils in each class is as follows :

## ENGLISH COURSE.

	1st Cl.	2nd Cl.	3rd Cl.	4th Cl.	
1 Religious Instruction	10	14	12	9	45
2 Spelling	14				14
3 Reading	10	20	16	11	57
4 Writing		20	16	11	47
5 Arithmetic		16	14	9	39
6 Vocal Music	24	20	16	11	71
7 Object Lessons	18	17	13	9	57
8 Behaviour	18	17	13	9	71
9 Grammar		20	16	11	47
10 Composition		20	16	11	47
11 History			3	2	5
12 Geography			3	2	5

Number of pupils enrolled in each of the classes :

1st Class	24
2nd "	20
3rd "	16
4th "	11

FRENCH COURSE.

	1st Cl.	2nd Cl.	3rd Cl.	4th Cl.	
1 Religious Instruction	8	3	3	2	16
2 Spelling	16				
3 Reading	8	20	16	11	55
4 Writing		20	16	11	47
5 Arithmetic		4	2	2	8
6 Vocal Music	24	20	16	11	71
7 Object Lessons	8	3	3	2	16
8 Behaviour	8	3	3	2	16
9 Grammar		20	16	11	47
10 Composition		20	16	11	47
11 History			13	9	22
12 Geography			13	9	22

Number of pupils enrolled in each class :

1st Class	24
2nd "	20
3rd "	16
4th "	11
	<hr/>
	71

The number of pupils enrolled on the register of the school is 71.

The attendance during each half year was as follows :

1st Half year.	
September	457
October	641
November	574
December	398
January	499
	<hr/>
	2569

2nd Half year	
February	592
March	589
April	535
May	675
June	675
July	256
	<hr/>
	3322

## SCHOOL DISTRICT OF ST. BONIFACE.

*Boy's School.*

There has been no change in the direction of this school during the past year, Messrs. Simon Fraser and Louis Gagnon continuing their services as professors.

The pupils having enjoyed the advantage of following the same course of studies as that which obtains in St. Boniface College, they are well advanced in their studies. The school under the supervision of the commissioners remains entirely of an elementary character, which renders it difficult to fully represent the progress which the pupils have made.

The school was opened on the 1st of September, 1877, and closed the 27th June, 1878.

Instruction has been carried on in both languages, and the course of studies comprises four classes.

The number of pupils in each class was as follows :

## FRENCH COURSE.

	1st Cl.	2nd Cl.	3rd Cl.	4th Cl.	
1 Religious Instruction,	16	9	7	4	36
2 Spelling,	13				13
3 Reading,	10	12	9	5	36
4 Writing,	23	12	9	5	49
5 Arithmetic,	9	12	9	5	35
6 Vocal Music,	23	12	9	5	49
7 Object Lessons,	18	8	6	4	36
8 Behaviour,	18	8	6	4	36
9 Grammar,			6	5	11
10 Composition,			6	5	11
11 History,			2	4	6
12 Geography,			3	4	7



Number of pupils enrolled in each of the classes :—

1st Class	23
2nd "	12
3rd "	9
4th "	5
	<hr/>
	49

ENGLISH COURSE.

1	Religious Instruction,	7	3	2	1	13
2	Spelling,	15	6			21
3	Reading,	8	8	7	5	28
4	Writing,	23	12	9	5	49
5	Arithmetic	9	12	9	5	35
6	Vocal Music,	23	12	9	5	49
7	Object Lessons,	5	4	3	1	13
8	Becomingness,	5	4	3	1	13
9	Grammar,			5	4	9
10	Composition,			5	4	9
11	History,			3	3	6
12	Geography,			5	4	9

The number of pupils enrolled in each class was :

1st Class	23
2nd "	12
3rd "	9
4th "	5
	<hr/>
	49

The number of pupils enrolled on the register of the school was 49.

The attendance at the school during each half year was as follows :—

1st half year,	
September,	599
October,	792
November,	572
December,	300
January,	435
	<hr/>
	2688

2nd Half year,	
February,	579
March,	584
April,	468
May,	548
June,	361
	<hr/>
	2540

## ST. BONIFACE.

*Girls' School.*

This school is under the permanent direction of the Rev. Sisters of Charity, which is equivalent to declaring that it is conducted in an efficient and irreproachable manner.

The success gained by the pupils at their public examination proved that the entire attention and devotion of the good Sisters had been bestowed upon the children under their care.

The school was opened on the 3rd September 1877, and closed on the 2nd July, 1878.

The course of instruction was in both French and English, and comprised six classes.

The number of pupils in each of these classes was as follows:—

## FRENCH COURSE.

	1st cl.	2nd cl.	3rd cl.	4th cl.	5th cl.	6th cl.	
1 Religious Instruction,	33	25	16	14	13	8	109
2 Spelling,	21						21
3 Reading,	19	31	19	16	14	8	107
4 Writing,	40	31	19	16	14	8	128
5 Arithmetic,	33	25	16	14	13	8	109
6 Vocal Music,	40	31	19	16	14	8	128
7 Object Lessons,	33	25	16	14	13	8	109
8 Behaviour,	33	25	16	14	13	8	109
6 Grammar,			16	13	13	6	48
10 Composition,			19	16	14	8	57
11 History,			16	13	13	6	48
12 Geography,			16	13	13	6	48
13 Drawing,				16	14	8	38
14 Instrumental Music,				5	6	4	15
15 Needlework,				15	12	7	34

The number of pupils in each of the classes was as follows:

1st Class	40
2nd "	31
3rd "	19
4th "	16
5th "	14
6th "	8

---

128

ENGLISH COURSE.

	1st cl.	2nd cl.	3rd cl.	4th cl.	5th cl.	6th cl.	
1 Religious Instruction	7	6	3	2	1		19
2 Spelling	28						28
3 Reading	23	20	15	13	12	7	100
4 Writing	40	31	19	16	14	8	128
5 Arithmetic	7	6	3	2	1		19
6 Vocal Music	40	31	19	16	14	8	128
7 Object Lessons	7	9	3	2	1		19
8 Behaviour	7	9	3	2	1		19
9 Grammar			3	3	1	2	9
10 Composition			19	16	14	8	57
11 History			3	3	1	2	9
12 Geography			3	3	1	2	9
13 Drawing				16	14	8	38
14 Instrumental Music				5	6	4	15
15 Needlework				15	12	7	34

Number of pupils enrolled in each of the classes :

1st Class	40
2nd "	31
3rd "	19
4th "	16
5th "	14
6th "	8

---

128

The number of pupils enrolled on the school registrar was 128.



The attendance during each half year was as follows :

1st Half year.	
September	1382
October	1465
November	1327
December	918
January	1255
	<hr/>
	6347

2nd Half year.	
February	1416
March	1553
April	1401
May	1548
June	1376
July	174
	<hr/>
	7468

SCHOOL DISTRICT OF ST. BONIFACE, (SOUTH).

This school continues under the management of Middle. Rose Schmidt. The pupils have made considerable progress during the past year.

The number of pupils shows but a slight increase ; but a more regular attendance is observable.

The school was opened the 3rd September 1877, and was closed on the 5th July 1878.

The course followed embraced three classes.

The number of pupils in each was as follows :

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction	28	12	8	48
2 Spelling	14			14
3 Reading	14	2	8	34
4 Writing		12	8	20
5 Arithmetic		12	8	20
6 Vocal Music	28	12	8	48
7 Object Lessons	26	12	8	46
8 Behaviour	26	12	8	46
9 Grammar			8	8
10 History			8	8
11 Geography			6	6

The number of pupils enrolled in each of the classes was :

1st Class	28
2nd "	12
3rd "	8
	<hr/>
	48

The number of pupils enrolled on the register of the school was 48 :

Boys, 22.                      Girls, 26.

The attendance during each half year was as follows :

1st Half year.	
September	501
October	552
November	347
December	293
January	372
	<hr/>
	2065

2nd Half year.	
February	420
March	386
April	343
May	472
June	494
July	145
	<hr/>
	2260

SCHOOL DISTRICT OF ST. VITAL.

Since the foundation of the school in this district it has been constantly under the able direction of the Rev. Sisters of Charity, who have spared no pains in their devotion to their purpose of giving to the children under their care a good and sound education.

The Commissioners may well feel gratified at preserving so excellent a school, the advantages of which cannot but be thoroughly appreciated by the ratepayers.

The school was opened on the 3rd September, 1877, and closed the 5th July, 1878.

The course comprised three classes.

The number of pupils in each class was as follows :

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction,	43	31	10	84
2 Spelling,	23			23
3 Reading,	20	31	10	61
4 Writing,		31	10	41
5 Arithmetic,		31	10	41
6 Vocal Music,	43	31	10	84
7 Object Lessons,	36	31	10	77
8 Behaviour	40	31	10	81
9 Grammar,			10	10
10 History			10	10
11 Geography,			10	10

The number of pupils enrolled in each of the classes was as follows ;

1st Class	43
2nd "	31
3rd "	10
	84

The number of pupils enrolled on the register of the school was 84.

Boys, 47.

Girls, 37.

The attendance during each half year was as follows :

1st half-year.	
September,	722
October,	956
November,	395
December,	825
January,	1074
	3972
2nd half-year.	
February,	876
March,	700
April,	820
May,	860
June,	1174
July,	392
	4822



## ST. NORBERT, NO. 1.

Under the direction of Mddle. Hedwidge Rongean this school has made but little progress. The school district is capable of sustaining a school conducted by a more competent person ; and it is to be hoped, in the interest of the children, that the Commissioners will take steps to effect the desired change.

The school was opened on the 10th September, 1877, and was closed on the 1st July, 1878.

The course followed comprised three classes.

The number of pupils in each class is as follows :

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction,	24	11	6	41
2 Spelling,	10			10
3 Reading,	14	11	6	31
4 Writing,		11	6	17
5 Arithmetic,		11	6	17
6 Vocal Music,	24	11	6	41
7 Object Lessons,	22	11	6	39
8 Behaviour,	24	11	6	41
9 Grammar.		11	6	17
10 History,		11	6	17
11 Geograpy,		11	6	17

The number of pupils enrolled in each of the classes was as follows :

1st Class	24
2nd "	11
3rd "	6
	41

Number of pupils enrolled on the register of the school—41.

Boys, 21.

Girls, 20.

## Attendance at the school during each half-year.

1st half-year :	
September,	640
October,	560
November,	340
December,	240
January,	270

---

 2050

2nd half-year :	
February	420
March	340
April	360
May	400
June	380

---

 1900

## ST. NORBERT SCHOOL DISTRICT, NO. 2

The Rev. Sisters of Charity have the direction of the school in this district, and here, as elsewhere, the good sisters manage to give the pupils confided to their care an education which leaves nothing to be desired. The assiduity of the pupils and the progress they have made are abundant proof of the good results to be secured by having a school well conducted.

The school was opened on the 3rd Sept. 1877, and closed on the 16th July, 1878.

The course comprehended four classes.

The number of pupils in each class was as follows :

	1st Cl.	2nd Cl.	3rd Cl.	4th Cl.	
1 Religious Instruction	32	24	22	10	88
2 Spelling	14				14
3 Reading	18	24	22	10	74
4 Writing		24	22	10	56
5 Arithmetic		24	22	10	56
6 Vocal Music	32	24	22	10	88
7 Object Lessons	30	24	22	10	86
8 Behaviour	32	24	22	10	88
9 Grammar			22	10	32
10 Composition			22	10	32
11 History			22	10	32
12 Geography			22	10	32

The number of pupils enrolled in each of the classes was as follows :

1st class	32
2nd "	24
3rd "	22
4th "	10
	<hr/>
	88

The number of pupils enrolled on the school register was 88.

Boys 51. Girls 37.

Attendance during each half year :—

1st Half year.	
September	741
October	1104
November	811
December	630
January	846
	<hr/>
	4132

2nd Half year	
February	796
March	536
April	709
May	690
June	841
July	485
	<hr/>
	4007

ST. NORBERT SCHOOL DISTRICT NO. 3.

The school in this district has this year been under the direction of Middle. Clementine Lavoie. Too frequent changes in the direction of a school are very obstructive to progress and to the advancement of the pupils, and the trustees ought to avoid them as far as possible.

The school was opened on the 1st September, 1877, and closed on the 15th July, 1878.

The course followed comprised three classes.



The number of pupils in each of these classes was as follows:

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction	20	8	6	34
2 Spelling	8			8
3 Reading	12	8	6	26
4 Writing		8	6	14
5 Arithmetic		8	6	14
6 Vocal Music	20	8	6	34
7 Object Lessons	16	8	6	30
8 Behaviour	20	8	6	34
9 Grammar		8	6	14
10 History		8	6	14
11 Geography		8	6	14

Number of pupils enrolled in each of the classes.

1st class	20
2nd "	8
3rd "	6
	<hr/>
	34

Number of pupils enrolled on the register of the school—34.

Boys 13.

Girls 21.

Attendance at the school during each half year:—

1st Half year.

September	490
October	465
November	260
December	145
January	800
	<hr/>
	1660

2nd half year,

February,	420
March,	375
April,	315
May,	300
June,	340
July,	103
	<hr/>
	1853

## ST. NORBERT SCHOOL DISTRICT, NO. 4.

Madame Catherine Mulaire has been teacher of this school for several years, and the pupils are making satisfactory progress.

The school was opened on the 11th September and closed the 16th July, 1879.

The course comprises three classes.

The number of pupils in each class was as follows:

	1st cl.	2nd cl.	3rd cl.	
1 Religious Instruction	14	12	7	33
2 Spelling	6			6
3 Reading	8	12	7	27
4 Writing		12	7	19
5 Arithmetic		12	7	19
6 Vocal Music	14	12	7	33
7 Object Lessons	10	12	7	29
8 Behaviour	14	12	7	33
9 Grammar		12	7	19
10 History		12	7	19
11 Geography		12	7	19

Number of pupils in each of the classes:

1st Class	14
2nd "	12
3rd "	7
	33

Number of pupils enrolled on the school register—33,

Boys, 18. Girls, 15.

Attendance at the school during each half year:

1st half year	
September	270
October	384
November	404
December	328
January	458
	1844

32

2nd half year	
February	476
March	317
April	325
May	336
June	334
July	117
	<hr/>
	1905

ST. AGATHE SCHOOL DISTRICT.

Mademoiselle Josephine Carignard has been teacher of this school during the past year.

The pupils have been taught with much pains, and the progress they have made is very satisfactory.

The school was opened on the 1st September, 1877, and closed the 12th July, 1878.

The course followed comprised three classes.

The number of pupils in each class was as follows:—

	1st cl.	2nd cl.	3rd cl.	
1 Religious Instruction	25	14	8	47
2 Spelling	10			10
3 Reading	15	14	8	37
4 Writing		14	8	22
5 Arithmetic		14	8	22
6 Vocal Music	25	14	8	47
7 Object Lessons	21	14	8	43
8 Behaviour	25	14	8	47
9 Grammar		14	8	22
10 History		14	8	22
11 Geography		14	8	22

Number of pupils enrolled in each class:—

1st Class	25
2nd "	14
3rd "	8
	<hr/>
	47



Number of pupils enrolled on the register of the school  
—47.

Boys—29.                  Girls—18.

Attendance at the school during each half-year:—

1st half-year:

September	226
October	548
November	457
December	397
January	506
	<hr/>
	2184

2nd half-year:

February	583
March	550
April	315
May	466
June	609
July	220
	<hr/>
	2743

SCHOOL DISTRICT OF ST. JEAN BAPTISTE.

The teacher of this school is Middle. Angelique Delorme.

There is a great number of children in this district, and the population increases considerably each year. The trustees will have to take steps to provide a school more commensurate with the wants of the pupils.

This School was opened on the 3rd September, 1877, and closed on the 10th July, 1878.

The course followed comprised three classes.

The number of pupils in each class were as follows:—

	1st class.	2nd class.	3rd class.	
1 Religious Instruction	28	12	4	44
2 Spelling	12			12
3 Reading	16	12	4	32
4 Writing		12	4	16
5 Arithmetic		12	4	16
6 Vocal music	28	12	4	44
7 Object lessons	24	12	4	40
8 Behaviour	28	12	4	44
9 Grammar		12	4	16
10 History		12	4	16
11 Geography		12	4	16

Number of pupils in each class:—

1st class	28
2nd "	12
3rd "	4
	—
	44

Number of pupils enrolled on the school register—44.

Boys, 22. Girls, 22.

Attendance at school during each half-year :

1st half-year	
September	560
October	568
November	320
December	315
January	250
	—
	2013
2nd half-year	
February	275
March	334
April	219
May	513
June	360
July	129
	—
	1830

## LORETTE (WEST) SCHOOL DISTRICT.

The children in this district are but few in number, and it is consequently difficult for the ratepayers whose number is likewise limited to secure a school with more competent instruction.

This year the school has been conducted by Mr. Edward Landry.

The school was opened on the 4th October, 1877, and closed 1st July 1878.

The course followed comprised three classes.

The number of pupils in each class was as follows :

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction,	12	6	2	20
2 Spelling,	7			7
3 Reading,	5	6	2	13
4 Writing,		6	2	8
5 Arithmetic,		6	2	8
6 Vocal Music,	12	6	2	20
7 Object Lessons,	8	6	2	16
8 Behaviour,	12	6	2	20
9 Grammar,		6	2	8
10 History,		6	2	8
11 Geography,		6	2	8

The number of pupils taught in each class was as follows :

1st Class	12
2nd "	6
3rd "	2
	<hr/>
	20

Number of pupils enrolled on the school register, 20.

Boys, 15.                  Girls, 5.

Attendance at school during each half-year.



1st half-year :	
October,	245
November,	235
December,	244
January,	192
	<hr/>
	916

2nd half-year :	
February,	245
March,	241
April,	229
May,	233
June,	255
	<hr/>
	1204

## LORETTE (WEST) SCHOOL DISTRICT.

Madame J. B. Gauthier continues to conduct the school in this district. The pupils have made some progress, which is a proof of the attention this lady has given to her school.

The school was opened on the 23rd October, 1877, and shut on the 12th July, 1878.

The course followed comprised four classes :

The number of pupils in each class was as follows :

	1st Cl.	2nd Cl.	3rd Cl.	4th Cl.	
1 Religious Instruction,	10	9	6	5	30
2 Spelling,	6				6
3 Reading,	4	9	6	5	24
4 Writing,		9	6	5	20
5 Arithmetic,		9	6	5	20
6 Vocal Music,	10	9	6	5	30
7 Object Lessons,	7	9	6	5	27
8 Behaviour,	10	9	6	5	30
9 Grammar,		9	6	5	20
10 Composition,			6	5	11
11 History,		9	6	5	20
12 Geography,		9	6	5	20

## Number of pupils enrolled in each class :

1st Class	10
2nd "	9
3rd "	6
4th "	5
	<hr/>
	30

## Number of pupils enrolled on the school register—30.

Boys, 23.                      Girls, 7.

## Attendance during each half-year :

1st half-year :	
October,	124
November,	496
December,	415
January,	385
	<hr/>
	1420

2nd half-year :	
February,	468
March,	300
April,	255
May,	283
June,	389
	<hr/>
	1695

## ST. ANNE (WEST) SCHOOL DISTRICT.

Mons. J. B. G. Brousseau is the teacher of the school in this district.

The school is well attended, but discipline has been a little lax ; however, the instruction given has produced tolerably satisfactory results. The trustees are recommended to provide this school with a more liberal education.

The school opened on the 1st September 1877. and closed the 1st July 1878.

The course followed comprised three classes.

The number of pupils in each class was as follows :

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction	40	15	11	66
2 Spelling	24			24
3 Reading	16	15	11	42
4 Writing		15	11	26
5 Arithmetic		15	11	26
6 Vocal Music	40	15	11	66
7 Object Lessons	36	15	11	62
8 Behaviour	40	15	11	66
9 Grammar		15	11	26
10 History		15	11	26
11 Geography		15	11	26

Number of pupils enrolled in each class.

Ist class	40
2nd "	15
3rd "	11
	<hr/>
	66

Number of pupils enrolled on the school register—66

Boys, 37.                  Girls, 29.

Attendance at school during each half year

1st half-year.

September	530
October	690
November	622
December	474
January	292
	<hr/>
	2617

2nd half-year.

February	338
March	550
April	558
May	575
June	461
	<hr/>
	2482

## ST. ANNE (EAST) SCHOOL DISTRICT

Mons. J. A. Lacerte, who directs the school in this district, has caused his pupils to exhibit marked progress.

The school opened on the 1st Oct. 1877, and closed 1st July 1878.

The number of pupils in each class was as follows :—

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction	22	13	5	40
2 Spelling	12			12
3 Reading	10	13	5	28
4 Writing		13	5	18
5 Arithmetic		13	5	18
6 Vocal Music	22	13	5	40
7 Object Lessons	19	13	5	37
8 Behaviour	22	13	5	40
9 Grammar		13	5	18
10 History		13	5	18
11 Geography		13	5	18

Number of pupils enrolled in each class :—

1st class	22
2nd "	13
3rd "	5
	40

Number of pupils enrolled on the register of the school—40.

Boys, 19.

Girls, 21.

Attendance at school during each half year :—

1st half-year.

October	510
November	443
December	387
January	298
	1638



2nd half-year.	
February	358
March	383
April	345
May	212
June	586

---

 1884

## ST. CHARLES SCHOOL DISTRICT.

In spite of the difficulties involved in teaching both languages to all the pupils, in an elementary school, Mons. George Barcelo, school teacher for this district, has succeeded in a very satisfactory manner in conducting the two courses in this school.

The school opened on the 3rd September, 1877, and closed July 20, 1878.

The course followed comprised four classes, and instruction was given in both languages.

The number of pupils in each class was as follows :—

## FRENCH COURSE.

	1st cl.	2nd cl.	3rd cl.	4th cl.	
1 Religious Instruction,	22	16	10	7	55
2 Spelling,	14				14
3 Reading,	8	16	10	7	41
4 Writing,		16	10	7	33
5 Arithmetic,		16	10	7	33
6 Vocal Music,	22	16	10	7	55
7 Object Lessons,	18	16	10	7	51
8 Behaviour	22	16	10	7	55
9 Grammar,		16	10	7	33
10 Composition,			10	7	17
11 History		16	10	7	33
12 Geography,		16	10	7	33

Number of pupils enrolled in each of the classes :

1st Class	22
2nd "	16
3rd "	10
4th "	7
	<hr/>
	55

## ENGLISH COURSE.

As in that preceding, this course was divided into **four** classes.

The number of pupils in each class was as follows :—

	1st Cl.	2nd Cl.	3rd Cl.	4th Cl.
1 Religious Instruction,	28	14	8	5
2 Spelling,	16			
3 Reading,	12	14	8	5
4 Writing,		14	8	5
5 Arithmetic		14	8	5
6 Vocal Music,	28	14	8	5
7 Object Lessons,	22	14	8	5
8 Behaviour,	26	14	8	5
9 Grammar,		14	8	5
10 Composition,			8	5
11 History,		14	8	5
12 Geography,		14	8	5

Number of pupils enrolled in each class

1st Class	28
2nd "	14
3rd "	8
4th "	5
	55

The number of pupils enrolled on the school register:—55.

Boys, 30.

Girls, 25.

Attendance at the school during each half year :—

1st half year,	
September,	190
October,	455
November,	403
December,	574
January,	444
	2066

## 2nd Half year.

February	341
March	264
April	252
May	484
June	466
July	321

---

 2078

## ST. FRANCOIS XAVIER (EAST) SCHOOL DISTRICT.

The school in this district has been this year under the direction of Mons. Zotique Desautels.

The pupils have made progress, and the attendance has been tolerably regular.

The school opened on the 4th September 1877, and closed on July 4th, 1878.

The course followed comprised three classes.

The number of pupils in each class was as follows :

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction	28	14	9	51
2 Spelling	16			16
3 Reading	12	14	9	35
4 Writing		14	9	23
5 Arithmetic		14	9	23
6 Vocal Music	28	14	9	51
7 Object Lessons	24	14	9	47
8 Behaviour	28	14	9	51
9 Grammar		14	9	23
10 History		14	9	23
11 Geography		14	9	23

Number of pupils in each class :—

1st class	28
2nd "	14
3rd "	9

---

 51

The number of pupils enrolled on the school register was 51

Boys 23.      Girls 28.

Attendance at the school during each half year :—

1st Half year.	
September	390
October	593
November	404
December	224
January	252
	1863

2nd half year,	
February,	292
March,	381
April	328
May	496
June	383
July	66
	1946

ST. FRANCOIS XAVIER (CENTRE) SCHOOL DISTRICT.

The school in this district is one of the oldest in the Province. It is under the zealous direction of the Rev. Sisters of Charity, who are so well qualified to instruct the pupils confided to their care, as well as to bring them up in habits of order, propriety, and industry.

The school was opened on September 3rd, 1877, and closed 5th July, 1878.

The course followed comprised four classes.



The number of pupils in each of the classes was as follows:

	1st Cl.	2nd Cl.	3rd Cl.	4th Cl.	
1 Religious Instruction	26	20	12	6	64
2 Spelling	16				16
3 Reading	10	20	12	6	48
4 Writing		20	12	6	38
5 Arithmetic		20	12	6	38
6 Vocal Music	26	20	12	6	64
7 Object Lessons	21	20	12	6	59
8 Behaviour	26	20	12	6	64
9 Grammar		20	12	6	38
10 Composition			12	6	18
11 History		20	12	6	38
12 Geography		20	12	6	38

The number of pupils in each was as follows:

1st class	26
2nd "	20
3rd "	12
4th "	6
	<hr/>
	64

The number of pupils enrolled on the register of the school was 64.

Boys 32.

Girls 32.

Attendance at the school during each half-year.

1st half-year

September	497
October	639
November	410
December	401
January	275

---

2222

2nd half-year

February	375
March	312
April	368
May	627
June	696
July	174

---

2552

## ST. FRANCOIS XAVIER, (WEST) SCHOOL DISTRICT.

Under the able direction of Mons. Joseph Forget, the school in this district, which rejoices in a considerable number of pupils, has become one of the most important in the Province. One sees here the results of a practical and liberal education, and one can but here reiterate the congratulations already addressed to the trustees of this district on the advantage they possess in having their school under so competent a teacher.

The school opened on the 11th September, 1877, and closed July 11th, 1878.

The course followed comprises five classes :—

The number of pupils in each class was as follows :—

	1st c.	2nd c.	3rd c.	4th c.	5th c.	
1 Religious Instruction	31	17	23	16	10	97
2 Spelling	19					19
3 Reading	12	17	23	16	10	78
4 Writing		17	23	16	10	66
5 Arithmetic		17	23	16	10	66
6 Vocal Music	31	17	23	16	10	97
7 Object Lessons	31	17	23	16	10	97
8 Behaviour	31	17	23	16	10	97
9 Grammar		17	23	16	10	66
10 Composition		17	23	16	10	66
11 History		17	23	16	10	66
12 Geography		17	23	16	10	66

Number of pupils enrolled in each class :

1st Class	31
2nd "	17
3rd "	23
4th "	16
5th "	10
	97

Number of pupils enrolled on the school register—97.

Boys, 52. Girls, 45.

## Attendance at school during each half-year :

1st half-year.	
September,	729
October,	1437
November,	1210
December,	1240
January,	1186
	<hr/>
	5802
2nd half-year.	
February,	1336
March,	1100
April,	1273
May,	1125
June,	900
July,	500
	<hr/>
	6234

## BAIE ST. PAUL (EAST) SCHOOL DISTRICT.

The school in this district was not in operation during the first half-year. Mademoiselle O. Dorval, teacher, took charge April 31st.

The pupils make good progress, but the attendance is not so regular as it might be.

The school was opened on the 31st April, 1878, and closed 26st July, 1878.

The course followed comprised three classes.

The number of pupils in each class is as follows :

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction,	30	10	8	48
2 Spelling,	19			19
3 Reading,	11	10	8	29
4 Writing,		10	8	18
5 Arithmetic,		10	8	18
6 Vocal Music,	30	10	8	48
7 Object Lessons,	27	10	8	45
8 Behaviour,	30	10	8	48
9 Grammar,		10	8	18
10 History,		10	8	18
11 Geography,		10	8	18

The number of pupils enrolled in each class is as follows :

1st Class	30
2nd "	10
3rd "	8
	<hr/>
	48

Number of pupils enrolled on the school register—48.

Boys, 30.                      Girls, 18.

Attendance at school during second half-year :

April,	38
May,	714
June,	640
July,	680
	<hr/>
	2072

BAIE ST. PAUL (WEST) SCHOOL DISTRICT.

Mons. L. T. P. de la Croix conducted this school during the first half-year, and its direction was confided to Mons. C. V. Audy during the second. As I have remarked elsewhere, the trustees should avoid as far as possible making changes in the direction of their school, but more particularly in the middle of a scholastic year without reasons of extreme urgency, as these changes paralyze the progress of the pupils.

The course followed comprised two classes.

The number of pupils in each class was as follows :

	1st cl.	2nd cl.	
1 Religious Instruction	24	11	35
2 Spelling	14		14
3 Reading	10	11	21
4 Writing		11	11
5 Arithmetic		11	11
6 Vocal Music	24	11	35
7 Object Lessons	24	11	35
8 Behaviour	24	11	35
9 Grammar		5	5
0 History		5	5
1 Geography		5	5



Number of pupils enrolled in each class was as follows

1st Class	24
2nd "	11
	<hr/>
	35

The number of pupils enrolled on the school register—

Boys, 14.                      Girls, 21

Attendance during each half year:—

1st Half year.	
December	503
January	510
February	249
	<hr/>
	1283
2nd Half year	
May	97
June	517
July	450
	<hr/>
	1064

ST. LAURENT (LAKE MANITOBA) SCHOOL DISTRICT.

The Rev. Brother J. M. J. Muloihill, C. M. T., to whom been confided the direction of the school in this district, acquitted himself with a devotion and attention worthy of praise, so that the pupils learn with a facility altogether remarkable all the branches which they are taught by this worthy instructor.

The school was opened in September, 1877, and closed July, 1878.

The course followed comprised three classes.

The number of pupils in each of these classes was as follows

## FRENCH COURSE.

	1st Cl.	2nd Cl.	3rd Cl.	
1 Religious Instruction	42	23	14	79
2 Spelling	26			26
3 Reading	16	23	14	53
4 Writing		23	14	37
5 Arithmetic		23	14	37
6 Vocal Music	42	23	14	79
7 Object Lessons	39	23	14	76
8 Behaviour	42	23	14	79
9 Grammar		23	14	37
10 History		23	14	37
11 Geography		23	14	37

The number of pupils in each of these classes was as follows:—

1st class	42
2nd "	23
3rd "	14
	<hr/>
	79

## ENGLISH COURSE.

As in the preceding, this course also was divided into three classes.

	1st cl.	2nd cl.	3rd cl.	
1 Religious Instruction	48	24	7	79
2 Spelling	36			36
3 Reading	12	24	7	43
4 Writing		24	7	31
5 Arithmetic		24	7	31
6 Vocal Music	48	24	7	79
7 Object Lessons	41	24	7	72
8 Behaviour	48	24	7	79
9 Grammar		24	7	31
10 History		24	7	31
11 Geography		24	7	31

The following was the number of pupils enrolled in each class.

1st Class	48
2nd "	24
3rd "	7
	<hr/>
	79

Number of pupils enrolled on the school register—79.

Boys, 43. Girls, 36.

Attendance at the school during each half year :

1st half year		
Least attendance in	September	575
"	October	774
"	November	735
"	December	568
"	January	699
		<hr/>
		3351
2nd Half year		
Least attendance in	February	539
"	March	602
"	April	521
"	May	510
"	June	668
"	July	130
		<hr/>
		2970

Summary showing the number of pupils learning the subjects taught in the six classes in the programme of studies.

Subjects taught.	1st Cl.	2nd Cl.	3rd Cl.	4th Cl.	5th Cl.	6th Cl.	
Religious Instruction	691	406	252	91	32	14	1486
Spelling	470	6					476
Reading	381	488	320	130	54	29	1402
Writing	210	506	326	133	56	30	1261
Object Lessons	633	411	256	91	33	15	1439
Behaviour	701	411	256	91	33	15	1507
Grammar		336	295	110	39	20	800
Composition		110	209	126	53	28	526
History		296	273	97	39	20	725
Geography		295	274	98	39	20	726
Arithmetic	58	423	265	96	33	15	890
Drawing			6	40	36	20	102
Vocal Music	335	506	326	133	56	30	1886
Instrumental Music			10	22	22	18	70
Needle-work		50	40	50	42	28	210
Mythology					9	7	16
Logic					9	7	16
Natural Philosophy					9	7	16
	3979	4244	3108	1308	592	323	13554

SCHOLASTIC YEAR, 1877-78.

*1st Half-year.*

During the first half-year of the scholastic year 1877-78 the number of pupils enrolled on the school registers was as follows: Boys, 759; Girls, 571; Total, 1330, being an increase of 196 on the previous year.

During the half year the attendance was 60,110, which, divided by 100, the number of school days during the half-year, gives an average of 601, being likewise an increase of 105 over the previous year.

*2nd Half-year.*

During the second half-year of the same year the number of pupils enrolled was as follows:—Boys, 789; Girls, 589; Total 1378, being an increase of 191 over the corresponding half-year of the previous year.

During this half-year the attendance was 66,280, which



being in the same manner divided by 100, gives an average of 662, being again an increase of 59 over the corresponding half-year of the previous year.

I have the honor to be.

Your Excellency's very humble and  
obedient servant,

ELIE TASSE,

Superintendent of Catholic Schools.

St. Boniface, September, 1879.