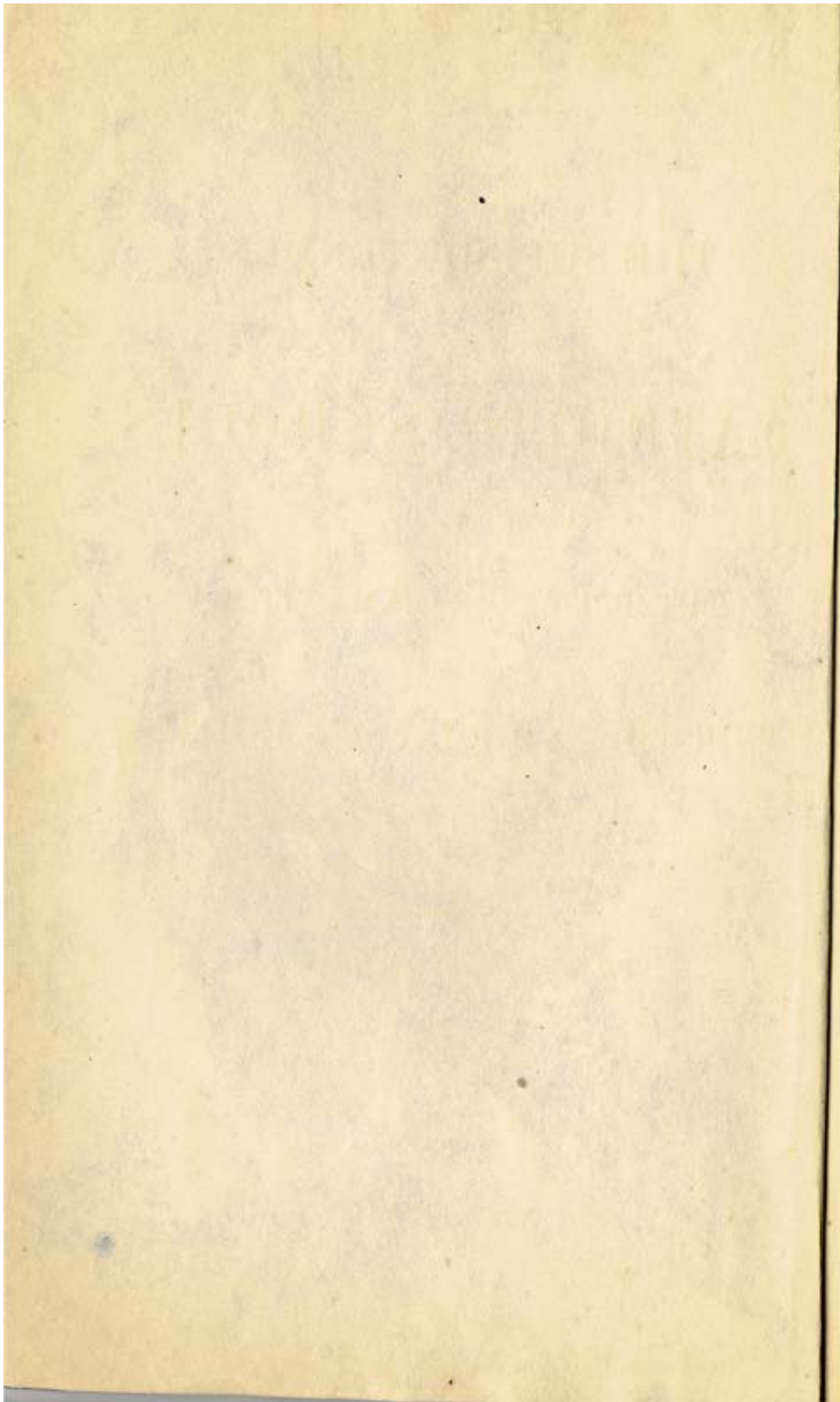


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REPORT
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THE SUPERINTENDENT
OF
CATHOLIC SCHOOLS
IN
THE PROVINCE OF MANITOBA,
FOR THE SCHOOL YEAR 1875-76.

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W. J. GARDNER, PRINTING OFFICE,
WATERLOO, ONT., 1876.

REPORT
OF
The Superintendent of Catholic Schools
OF THE PROVINCE OF MANITOBA
For the School Year 1875-6.

*To His Excellency the Honorable Alexander Morris,
Lieutenant-Governor of Manitoba.*

MAY IT PLEASE YOUR EXCELLENCY :

I have the honor to submit to Your Excellency my report on the Catholic Schools for the Province of Manitoba for the scholastic year 1875-76, ending 31st July, 1876.

PRELIMINARY REMARKS.

Periodicals specially devoted to Public Instruction and Education are published in all the other Provinces of Canada. Teachers who receive them become more thoroughly versed in the science of tuition, and from that source derive a knowledge and principles indispensable to the intelligent practice of their profession. In this respect we of Manitoba are not so far advanced; and we have deemed it useful to give a few remarks and considerations on Elementary Teaching, its nature and its aim, as well as on the system which, as a rule, ought to guide our teachers.

In the following remarks no new system will be introduced the subject of which has not already been broached. We do not wish to innovate, but simply want to adopt what the experience of masters in the art of teaching, and the results of study and reflection dictate.

In thus utilizing the results of the works of several prominent writers, it has seemed useless for us to alter the text when no modification or obliteration appeared necessary, to group together observations gathered from different sources; or to express our own ideas. Some of the chapters are written by us. But this is of little importance. Our object is that our work should be the means of assisting and directing the teacher in the honorable but difficult discharge of the duties inherent to his profession. To facilitate the task of the master is to do great service in the cause of education, and this is the object we wish to attain.

SCHOOL DISCIPLINE.

The good disposition of the pupils is the indispensable condition of discipline in schools. Without it no talent, however great, can succeed in maintaining industry, order, and silence.

In the means to be adopted to maintain these conditions lies the whole question of School Discipline.

To lead men, there exist four principal motives—self interest, duty, fear and affection. Of these four powers, two—self interest and duty—have evidently but little influence on children.

Indeed, at school, duty, for the pupils, is a result rather than an object. We ought then to endeavor to impress this feeling in their hearts, so that in after life they may make it their guide in every action. In this is to be found the fundamental principle of moral education; and once reached, the task is half completed. On the other hand, interest is a sense of which children understand but very little, connected as it is with future views of which children have no idea, and which the unsteadiness of their minds, wandering on present objects, always keeps away from their thoughts.

The teacher has of course at his disposal rewards and other encouragements used in schools, such as prizes, ranks, badges, good notes, and such other devices as he hopes will encourage his pupils in the prosecution of their studies. But discipline is not altogether based on this method of emulation.

The child living only for the present, heedless of the morrow, cannot, as a rule, make ceaseless efforts in view of an uncertain reward; and as children cannot appreciate the necessity of education, it now remains for us to examine which of the two sentiments, fear or affection, is more likely to lead to their proper guidance.

The dread of tasks, punishments, kneeling, and other chastisements, is far from bringing about in the child the results aimed at. Is there any possibility to maintain a good disposition among pupils who are kept busy and led only by fear—a feeling which degrades instead of ennobling the mind, weakens instead of fortifying the intellect, and generates with it antipathy and repulsion?

Besides, fear is not necessarily effective. It ceases to operate when it is supposed that the fault will not be noticed, or when it is thought that the consequences of an infraction can be avoided. True discipline is felt at all times, in the absence as well as in the presence of the teacher. Its effect becomes the more lasting from the very fact of its permanence, and finally habit asserts it.

On the contrary, no feeling wears out as promptly as that of fear, at school or elsewhere. Pupils get used to punishments or reprimands, which very soon lose their effect. The teacher himself soon becomes powerless. In vain does he raise his voice—it soon reaches a pitch that human strength cannot withstand. Thenceforward he constantly threatens, shouts, thunders, but in vain. The pupils, well accustomed to his ways, do not in the least heed him.

We thus see that fear alone has little or no effect; it only prevents mischief without effecting any good results, and it must be understood that the main point is to foster in the pupil a wish to do well; to inspire him with sentiments which will guide him properly, as well when out of sight after school as when under the immediate direction of the master.

The fear should be a moral one—not the fear of mere bodily punishment, but the sense of being looked upon as dishonored by teacher and schoolmates. Corporal punishment should never be resorted to except in extreme cases, and should be administered in such a way as to make the pupil think more of the degradation than of the chastisement itself.

We by no means object to the judicious use of fear in education, and consequently are not against punishment. No; fear, based on respect to authority, is a wholesome feeling, necessary to the bringing up of children, and especially to the curbing of certain violent and impetuous characters. But this feeling must be associated with a stronger one—that is, affection—and prevail at times when temper is temporarily uppermost.

Punishment, then, must only be inflicted as a penalty for the breaking of a rule, or for the transgression of a duty. It is a sanction, a means of establishing that one cannot with impunity fail in the performance of his obligations. Taken from this point of view, a moderate punishment, in proportion to the nature of the offence, is sufficient to attain the object of the fulfilling of the duties imposed, associated with the idea of punishment in case of violation.

From the fact of the impossibility of fear alone to establish true discipline in schools, we are led to assert the attraction for school and affection for the teacher as the real foundation of true discipline, and the best means of inspiring the pupil with this willingness without which there can exist no real satisfaction to the teacher, no sure progress for the school, no general proficiency for the pupils, and no assured success for education.

We link together attraction for school and affection for the teacher, for the reason that these two feelings have a common origin, and that the one cannot exist without the other.

There is no attraction for school where there is no affection for the master. For how could children be attracted to the school if, during a whole day, they have to stand in the presence of a teacher whom they dislike, who fills them with awe, and for whom, may be, they entertain a feeling of aversion.

On the other hand, it is impossible that children having a real affection for their master should not feel contented when with him, and consequently happy to come to school.

The way to secure the love of children is to love them ourselves; and in what does this affection lay? In the loving of them with their good and bad qualities, and with an unabated tenderness, in not getting discouraged at their faults and oddities. To love them on account of the great need they have of our vigilance, our lessons, and our care. To love them, because they are a treasure entrusted to us by their parents, and which is to be returned to them with the addition of all the education which it was our duty to give them, and with all the gifts, social and religious, with which their young minds and souls were to be stored,—a trust for which we shall have to account both to God and to society. To love them on account of the very circumstances which placed them under our dependence, and which, in rendering us necessary to them, establishes a connection similar to that which unites them to their parents, and endears us in proportion to what they cost us.

Let us then love children truly. Let us convince them that what we seek is their own good and not ours. Let us endeavor not to appear annoyed but pleased in their company. Let us not seem to shun them as soon as the rules do not prescribe us to be with them. Let us beware of letting it appear that they are a burden, and that in educating them we perform a disagreeable task. Let them be treated with lenity and kindness, but with the necessary amount of firmness. And should we be compelled to scold or punish, let no sense of revenge appear. Let us show no ill humor, being at one time indulgent to a fault, and at another severe unto cruelty,—punishing one day that which we tolerate the next, or showing leniency at a fault which we have severely condemned on a previous occasion; rewarding or punishing them at random, instead of considering their merit or the nature of their offence.

But above all things, let us show that we entertain a good feeling towards our pupils. Let us be sorry for their faults, not on account of the trouble and annoyance they may give us, but because they are a drawback on their progress and improvement, and expose their future welfare. Let us be happy in their progress, in the changes and improvements in their disposition and behavior, taking every opportunity to bring them to light and to express satisfaction, instead of taking pleasure in pointing out their faults. Let us feel interested in their welfare, and not appear indifferent to anything which concerns them.

At these signs the children will discover true affection. Their hearts will correspond with ours. Their sympathy and gratitude will be ample reward for our endeavors.

Let us bear in mind, however, that weakness is *not* affection. Oftentimes the pupil likes his teacher but does not willingly admit his superiority. To those who shall say, that authority must never give way. The teacher is a father, but the most indulgent of fathers knows how to enforce obedience and respect when necessary.

The teacher will know how to work successfully the springs of fear and affection when he knows how to detect the disposition of children, who, although bearing the same character, are nevertheless noticeable by a number of peculiarities.

HOW TO INSPIRE A LIKING FOR EDUCATION.

The teacher who shall have succeeded in securing the respect and affection of his pupils is not far from being successful

in giving them a liking for instruction and attraction for school. This attraction, combined with affection, is the foundation of discipline. There are three principal reasons why pupils do not enjoy attendance at school:

They have no taste for what they learn: they get lonesome and many among them will remain idle the greater part of the day. We must in consequence endeavor to introduce variety in the teaching, to disguise the aridity of a subject by treating it in a pleasant form. Let us not only be masters of our pupils but act as fathers endeavoring to smooth the road for them. Let us explain their lessons with cheerful dignity, and let these be rather a series of conversations than a rotation of lessons repeated by heart. Let our teaching be a sort of familiar talk which will bring about enquiries from the child and force out ideas. Or, by constantly questioning our young hearers, we shall know the run of their thoughts and ascertain to what extent they understand the subject. Or again, having had their answers, put new questions to them, taking advantage of their mistakes to rectify their errors, and bringing light to their minds.

When the minds shall have become interested, they must remain so in order that time may be utilized. One must then by a judicious organization of the tuition in schools, by a selection of studies (chiefly exercises), a good classification of the pupils, and an intelligent division of labor, succeed in keeping up interest among the children so that not one of them remains idle during class hours. These are the only means of keeping order in schools.

Should we wish to sum up the best means of establishing discipline in schools we should do so in these words: *To love children, awaken their interest, and keep them busy.*

HOW TO UTILIZE TIME IN SCHOOLS.

What is detrimental to success in schools is, that time is not properly utilized. But too often no plan has been adopted,—no regular distribution of lessons and exercises,—attending one day to what ought to have been attended to the day previous,—acting only on the spur of the moment, with no other object in view than to keep the pupils busy.

The question of proper employment of time in schools embraces, so to speak, the whole question of elementary education.

For, to keep the pupils busy one must know what matters are to be taught, not only during the course of one year, but also during the whole of the time they are presumed to remain at school.

To accomplish this result one must be very familiar with the nature of tuition, that is, with the several matters he teaches, and the proper expounding of each subject; and again, one must have determined upon the mode of teaching and upon the methods and general principles to be followed and expounded.

Elementary teaching, its nature and object, is, then, that which ought in the first place to call for our serious attention. At first sight it would seem that there must be no hesitation about the selection of the several matters and subjects which it is necessary to include in the programme of elementary education; but such is not the case. For whereas some, ignoring the nature of the human mind, and what it is possible to teach to young children during the short period of their attending school, would elect that primary education should comprise a sort of encyclopædia of human knowledge; on the other hand, others, with less pretension, but not acquainted with individuals, or the religious, social, and domestic necessities, would bring down elementary teaching to the mere knowledge of *reading, writing, and ciphering*.

Truth is not to be found in either of these systems: one is simply impossible, and the other inefficient. Neither too much nor too little is the rule to be followed. If ever a class of ideas met the requirements of this principle, it certainly is elementary education.

Now this measure, which it is so important to preserve, might be found in a programme of elementary education which would comprise:

Moral and religious education;
 Reading;
 Writing;
 Grammar;
 Arithmetic and the legal standard of weights and measures;
 Book-keeping;
 Elements of history and geography;
 Drawing and singing.

We could also add elementary notions (given especially as object lessons) on agriculture, industry, and hygiene, as also no-

tions on physical science and natural history applicable to the common usages of life.

To stock the child's mind with notions indispensable in all positions of life, to develop his intelligence and mould his heart and soul, such is the main object of elementary education.

But from the very fact that attainments given to the child at school are limited, we have to consider with the greatest of care what facilities they offer for the development of the intellectual faculties.

Whatever may be the learning given to the child, and whatever he may acquire, shall be of no practical value to him if his intelligence precludes him from using them to advantage. Without the culture of the mind, instruction would be to him as a tool in the hands of an unskilful mechanic.

Education of intelligence consists in the regular, complete, and universal development of the human being by the judicious and rational culture of his spiritual faculties, and not in misdirected and misunderstood education, which may happen to be nothing else than the incomplete effects of memory.

A man whose intelligence has been cultivated may know fewer things, but as his mind has been exercised, moulded, formed, he is in a position to master a number of matters which he has not studied. In a word, he is capable of *learning*.

It is therefore essential to centre our attention on two facts: The more or less favorable mode to adopt for the development of the intelligence, and to the several attainments which ought to be given to the child. Let us add also, that the child ought not only to be put in a position to exercise the powers of his mind, but also that this exercise must have a tendency to moral improvement, and that of course his mind must be borne towards it. It is, then, easily conceived that the development of the intellect cannot take place without that of morality, and that the only rational and judicial mode of teaching is that which will bring about the double result of moral and intellectual perfection. The true civilizing school shall then be that where all the elements of study will tend to the culture of the mind and of the soul, and when the child will improve not only from what he learns but also from the way in which he shall learn them. It will, in a word, be that where the principle of teaching shall be such that it will keep both the judgment and the

e intelligence in ceaseless working, and where all the work of
 memory and of reason shall be connected with a lesson or a moral
 thought.

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 MORAL AND RELIGIOUS INSTRUCTION.

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 Moral and religious education, has of right, precedence on
 the programme, for, if there is a mode of teaching possessing the
 triple features required in primary teaching, this is assuredly the
 one. Its object is not only to initiate the child to the practice of
 the religion which he is to follow, but it is so to speak the founda-
 tion and in a way the abstract of his moral education as it is
 also the first teaching through which a call is made on his
 youthful mind.

The teaching of religion at schools is composed of three dis-
 tinct parts: the study of prayers, of catechism, and of sacred
 history.

The study of prayers for the younger children whom we
 cannot keep a whole day studying the spelling book offers a
 good opportunity of keeping them busy, and giving a variety to
 their studies.

Catechism, which contains the abstract of the dogmas and
 truths which the child is to believe and of the duties which he
 is called upon to perform, is of course within the province of the
 persons charged with the explaining of it. The teacher must
 attend to the recitation and see that it is well understood. Al-
 though the master must maintain the necessary reserve in such
 matters, he ought, when necessary, give his own explanation of
 the text. Matters which are the more easily understood are those
 which are the more readily learnt, and every one knows what
 blunders children are apt to make in the repetition of catechism
 from the fact that they do not understand it. For this reason
 the teacher must partly explain catechism as recitation goes
 on. Moreover it affords him the opportunity of inculcating that
 moral and religious teaching which he is at all times bound to
 convey, and which, without his help, would be insufficient and
 very often incomplete.

Even admitting that Sacred History should not necessarily
 form part of religious education, it should be taught as being
 fruitful in moral developments and as a means of keeping up
 interest. But to possess these two features, Sacred History must
 not only be taught with the object only of committing to me-

more the dry subject of a necessarily abridged work of the nature of those of the same kind for the use of children. The teacher must give life and animation to his teaching, so as to act directly on the minds of his pupils, and to move them. In the tales of the Bible, there is a simplicity and a charm which is sure to attract the attention of young and undeveloped minds.

READING.

To read is not only to emit sounds which joined together form words, it is also to understand what one reads. Reading otherwise would only be a mechanism useless to the person not understanding it. Thence two distinct things are necessary to teach reading. Put the child in possession of that mechanism and train him to the comprehension of what he reads.

It is not to be expected that in a numerous class a teacher must devote the greatest part of his time in teaching reading and the recitation of prayers to beginners, but he may have help from monitors—that is, from older pupils, who shall benefit themselves in so doing.

The master will himself attend to the reading lessons given to children of the first division, for to them it is they prove of more advantage. They become especially so when due care is given to the proper understanding of what is read, and to the necessary explanations. It is then important that the lessons should be frequent; for in them is found the opportunity of developing the mental faculties of children, to imbue them with good sentiments, and to form their moral sense by the remarks they are made to utter, and the exercise of their own judgment. Finally, these reading lessons are valuable because they are an excellent means to convey to the pupils a number of ideas and useful knowledge of which they would be deprived if they were to be given in special lessons.

In our reading lessons let us not fail to explain words and phrases, to question, to give all kinds of explanations on the subject being read, and in so giving to the child a host of new ideas, let us impress his mind with the utility of reading.

CALLIGRAPHY.

Calligraphy is a very useful way for the teacher to keep pupils busy when otherwise they would be idle. It is not absolutely necessary that one should read to practice writing. These

two studies can proceed together, and in fact help one another, the pupil taking pleasure in copying on slate, blackboard or paper what printing he sees; and writing imprints on the memory the letters and syllables which are formed by their combination. If to these advantages is added that of keeping busy in schools those children whom the want of instruction precludes from giving tasks, it will readily be understood that nothing should prevent us from availing ourselves of this double method of teaching reading and writing at the same and one time.

Now, if it is considered that the arm and hand must be rested when practising calligraphy, and consequently that this practice ought not to come immediately after the walk performed in coming to school, nor after the excitement of a recitation. If, again, we consider that this lesson is one to be given almost exclusively by the teacher, as much on account of the practical skill which it requires as on account of all the habits to be taken by the child, and on the other hand of the care to be taken not to overtask the master, bound, as we may say, to give this exercise as a sort of rest between lessons which call for constant explanations, the time and place for the performance of that duty can be easily determined.

The teacher ought to be perfect in calligraphy, and make this art one of the principal features of his teaching. In families the importance of calligraphy is fully appreciated. All parents who intend their children for business, or hope to see them adopt a business career, are aware that good writing is the condition *sine qua non* of success.

It is at the outset that the master must watch the pupil, for if the latter does not at once adopt a good method, his hand writing, bad at first, will become more and more illegible, and can only be corrected with the greatest difficulty.

GRAMMAR.

The study of languages does not only include definitions and abstract grammatical rules. It is a study of laws and principles which have their origin in the nature of the human mind, and in its mode of general thought.

Neither is a mere study of words, but essentially a study of ideas. In each word is a latent idea, and it is this idea which the child must be made to detect under the sign representing it

The study of languages must, then, have for an object the development of the ideas of the child by the increase of his vocabulary. It must also convey clear and correct ideas, so that in the future each word which he may hear or read shall bring with itself its own signification and meaning.

But, we repeat it, this teaching, to be fruitful, must not be an exclusive task on memory, nor a mechanical repetition by the pupil of long recitations in grammar which he does not understand.

Indeed the object of studying grammar is not solely to acquire a knowledge of its rules. But it has also for an object the correct speaking and the writing of the language; and thus the pupil, at the same time that he studies the place given to each part of the speech in the proposition, must constantly strive to improve himself both in speaking and writing the language he studies.

In the teaching of grammar let us not confine ourselves to the learning of definitions and of words—let us also give notions, teach objects, reason facts, express just ideas, and correct erroneous ones. Let us not lecture only about noun or adjective, masculine or feminine gender, singular or plural, but about things themselves, and know how to define their nature, their properties, and their use.

ARITHMETIC.

Two branches of instruction—the study of language and that of arithmetic—when well directed, greatly tend to the development in the child of the precious qualities of judgment and reasoning.

To the study of language belongs the culture of judgment; and to that of calculation, that of reasoning.

Arithmetic must occupy a prominent place in the programme of studies, for the knowledge of calculation is one which the child will have to utilize continually in all circumstances of life. This consideration is of itself an illustration of the importance of that study, and of the care that ought to attend its prosecution.

Arithmetic may be taught early, and from the arrival of the young pupils at class they may be instructed in oral numeration,

that is, to call out numbers in their natural succession, first running them up and then down.

Arithmetic being essentially a practical art, it is highly important for children to be able correctly and quickly to make up all sorts of calculations. Through this only it is that this knowledge acquires all its utility in the world. Rapidity and accuracy at figures are in fact what is prized above all in business matters.

GEOGRAPHY.

Geography is chiefly taught with maps, and if children are not taught how to use them, they, perhaps, may never understand them. They will look at the position of the several countries on the map, but be ignorant of their location or the extent of territory which they represent.

From this may be seen the importance of first notions in geography. In these notions our object must not be to give only a general idea of the earth, and a more complete knowledge of the country we live in. But above all children must be made to represent the localities on paper, and to trace on a sheet of a given size countries more and more extensive. They must also be taught to take their reckoning either on the ground or on the maps, so that they may have an exact idea of the position in the country or in the world of the localities and of the countries read of.

This study of geography, which must not take precedence over studies of far more importance, and the only useful study for our school children, must be effected only by taking what they know as a starting point, and leading them to what they are ignorant of, that is, from the topography of the school room, to the knowledge of the form and of the dimensions of the earth, of the country they live in, which they must become specially acquainted with, and then follow with other countries.

Spheres alone can show the exact configuration of our planet—they alone can give us an exact idea of the form, size, and locations of the continents and of the seas. In short, they alone put us in a position to calculate with accuracy the distances extant between the several points of the globe. The study of geography ought not to be entered upon without a knowledge of the sphere, from which study (when the mind is acquainted with the real shapes and forms) one may pass on to that of maps.

HISTORY.

The short time the child attends school renders it impossible for him to go through a complete course of history. But is it right to let a pupil leave school without having stored his mind with the names and principal facts which he hears so much of—to let him go ignorant of the great epochs in the history of his country, of its constitution, and its form of government?

The conversations of a clever master, who can be interesting, would contribute in a great measure to fill up that gap in the rotation of primary studies. The pupil could also derive a great benefit from the reading of historical works, treating on subjects which it is important to render popular.

LINEAR DRAWING.

Linear perspective is the representation of objects by means of simple lines. Viewing it in its true light, it may and must be taught early to children on account of its not requiring that full growth of intelligence which is not to be found in them, and which suits the disposition of the young mind.—Manual labor is more agreeable to them than that of the mind. They prefer action rather than reasoning. Indeed, children have a natural inclination to write, draw, and imitate in some way the objects around them.

Drawing is evidently useful, and an attempt to mention the several trades to which it proves beneficial, would be a recapitulation of all of them. All manual arts, agriculture among others, derive great benefit from its application. The farmer with a knowledge of drawing will plough a more regular and straighter furrow; and in all his labors, in the manufacturing or repairing with his own hands of all the implements and tools which he himself works; in the distribution of his barns, stables, garden, and in fact of all things in common use, the knowledge of drawing will be of a help such as may but with difficulty be appreciated by those who have not studied it.

In the necessary study of the different parts of the object which we wish to represent, one learns far better than by glancing at it. We can satisfy ourselves as to the form, size, number, and proportion of their parts, their respective position, and their working.

Drawing is, as well as writing, another means of conveying our thoughts, and to understand those of others.

The study of drawing must begin early with free hand drawing, so as to acquire a promptness and a steadiness of execution which is arrived at but with great difficulty by those who draw with rule and compass only.

This teaching becomes easier in schools where chalk and blackboard are used, and entails less cost, as no paper or pencil is required. For a while, slate is sufficient to teach the pupils, and paper and drawing pencils only become necessary when the progress of the pupil warrants the use of them. Of course, at the outset, exercises calculated to give to the hand and to the eye the necessary quickness and accuracy are the ones to be given. Thus we shall cause to be drawn, in all directions, horizontal, vertical or oblique lines, running in all directions, crossing one another, parallel, or sected at angles, of an indefinite length, or given dimensions.

From the study of lines we may proceed to the making of simple figures, formed at first with a few lines, and becoming gradually more complicated; thence to that of curved lines, and to figures composed of curved lines. From this practice we come to that of drawing proper—that is, beginning with easy models, and ending with the most complicated ones. Pupils must be exercised in the drawing of articles in common use, such as furniture, household effects, tools, machines, and other kinds of instruments, taking care to select subjects useful to the class or the trade to which the majority of the children belong.

SINGING.

Singing is a means of education, and consequently we must endeavor to store the memory of children with moral glees, which, becoming familiar, are the first to recur to their mind.

At the start teaching, properly speaking, is not in question, but rather exercises in singing. Let, then, the master select a certain number of pupils having good voices, to whom he shall teach singing. These in turn shall teach it to others, and a happy result is sure to follow. The pupils would delight in that practice, especially if the master gives a proper appropriation to selections suitable to their circumstances. Of course pupils are not supposed to learn music from these exercises, but it prepares them for further tuition.

One of the objects of teaching singing is to use the children to take in religious ceremonies a more prominent part than they would otherwise.

Again, in teaching to children national and patriotic songs they are inspired likewise with the love of their country and its traditions.

PLAN OF STUDIES.

It is hardly possible to establish a course of studies from which a certain deviation shall not at times become necessary. A certain margin must be allowed for cases resulting from the several positions of the pupils, and will equally be adaptable to the peculiar dispositions of the teachers.

All children cannot attend school for the same space of time and nevertheless all have need that the time they spend at class should be usefully employed. Again, all children are not gifted with an equal sum of intelligence. It takes more time for some than for others to learn the same matter, and however the majority cannot lose its time in waiting for slow intellects; neither must studies be broached to the latter only for the purpose of keeping them up in study with brighter pupils. A plan of study must, then, be framed in such a way that the average of the pupils may in a given time go through all the matters under study. Slow minds could begin their studies in an inferior division, should they not be able to follow a higher one, whereas better gifted pupils could occasionally remain in one division but one half of the ordinary time.

In the opinion of a competent friend of education, the progress of teaching, whether simultaneous, mutual or mixed, is always the same. To begin with the easiest notions, to utter nothing without giving clear explanations, to make sure that we have been well understood by the pupil. Then coming to more complicated notions, to repeat preceding lessons, to summarize what has been explained in detail, to train the memory, but on objects only which the intelligence has already conceived, to compass the amount of labor with the natural abilities of children, and in all this work to be patient, active, affable, and indefatigable, such is the method to be followed.

OBJECT LESSONS.

Object lessons are an excellent way to bring variety in teaching and to instruct children by attracting their attention, awakening their curiosity and exercising their judgment. They are a sort of conversation or dialogue between the master who questions, and the pupils who answer on all subjects likely to give to the pupil some useful and practical information.

However, one must know to suit them to the age, the talent and situation of children. To apply these conversations to natural history, mechanics, physics, to meteorological phenomena, to the use of the thermometer, barometer, hygrometer, to elementary principles of agriculture, hygiene.

In winter you shall discourse on ice and snow, of cold and of the means of combatting it, of heating and lighting, of stoves and chimneys, of candles and lamps, of wood and coal, of wind and fog.

In the spring, of rain, of sowing and germination, of the dew, late frosts, of prairies, and of flowers, etc.

In summer, of crops and of heat, and baths, creeks and rivers, of hail, storms, thunder, lightning, electricity, etc.

In autumn, of fruits, woods and forests, of animals, earth, of heaven and water.

And at all times about farm work, the wonders of the world, the blessings of Providence.

And when the season or circumstances will suggest nothing to you, then speak on the first theory that may cross your mind. Wood, stone, iron, glass, copper, silver, lime, plaster, water, air, sand, wheat, cotton, wool, hair, horn, book, pencil, pen, etc.

It is easily understood that in this manner a teacher may in a high degree captivate the attention of his pupils and convey great information to their mind.

SCHOOL ARCHITECTURE AND FURNITURE.

Until now very little concern has been had or care taken in construction of school houses answering all the requisite conditions of salubrity and hygiene, of comfort, order and cleanliness.

It is impossible, let us admit, to suddenly organize a complete system when everything is to be done, and especially when facilities for so doing are exceedingly limited. The question is, however, of such importance, and so closely connected with the interest of teaching, that we must reflect how to apply what is prescribed by reason and experience.

Every one appreciates and values at their real worth the advantages of education. And no one dare deny the direct influence of the surroundings on the success of the education of the child.

If the school room is not clean and badly ventilated ; if the furniture is insufficient and if fresh air and space are wanting the pupil will take but little interest in the teaching. If, on the contrary, the school room is clean, well lighted and elegantly furnished, the child will like to be at school, it will impress him with the noble character of education, the self sacrifice which it inspires and where he is to acquire sound principles and habits.

An American writer, Mr. Henry Barnard, the author of a work published a few years ago on United States school architecture says on this subject :

School houses as a rule, are badly located, exposed to dust and to all the noises and dangers of the highway. Their outward and inward appearance is in attractive, if not altogether repulsive ; they are erected with the worst description of materials built in a hurry and with too much economy.

They are too small. In mixed school there is no separate vestibules for the boys and for the girls. In class rooms, the pupils cannot sit or move with ease. There is no platform for the master, no suitable desk in which he may safely put away under key the few articles he needs. No small repetition room where he may withdraw. They are badly lighted and receive either too much or too little light. The windows are placed at random, facing in all directions. There is no blind or curtains to avoid the bad effect of sunrays or the excess of light which fall directly on the eyes of the children or reflect directly on the white surface of their books. The pupil can watch what is going on outside the room. There is no good ventilation, no pure air, no ventilator for the escape of emanations from a crowded room. The temperature of the room is not kept even. One freezes near the windows and another roasts near the stove. They are badly heated. Cold air penetrates through chinks in doors and windows, through bad window frames, floors and ceiling.

The desks and seats are badly put together, and not placed in a convenient position for either pupil or master. Seats are either too high or too low ; desks are placed on three sides of the room, so that a portion of the pupil facing one another and none the master.

The seats and desks are so close to one another, and so near the wall that the pupil cannot go to the master, or the latter to the pupil without disturbing those sitting at the same table.

They have neither blackboards, nor geographical maps, no clock, no thermometer, and none of the most indispensable articles necessary for the maintenance of good behaviour and good discipline.

In the exterior or the interior of the school house they have nothing of what is necessary to give notions of order, progress, and, what is needed, of good breeding and elegance of manner. They have no private places where children may conveniently resort. No grass, no trees or green in the vicinity. No play ground, no matting near the door to wipe their feet, no closet or hooks to hang up their hats, nor their little winter coats. No fountain, *no washstand when they may frequently wash their hands, etc.*

These remarks may in a great measure be applied to our mode of construction and furnishing.

As a rule our school commissioners do not seem to realize as well as they might, the necessity for the proper selection of a convenient site for the erection of school houses, the good adaptation of the internal divisions to the intellectual and physical development of the pupils, the regard to room needed for the convenience of the number of children in attendance and finally, the furnishing of the school room with all necessary furniture, black boards, forms, desks, maps, etc.

Let us then in future display more foresightedness in the building of our school houses and more zeal in procuring the furniture necessary to the progress of the children. Should we neglect what may to us appear mere accessories, but in fact are an essential part of the teaching, all the efforts of the teacher shall prove unavailing, and we shall be denied the right both of wondering and complaining at the want of success in schools.

THE CHEAP TEACHER.

There is a common mistake into which we are easily led, both in this country and elsewhere, and that is, that some are satisfied they have made a good bargain when they have secured a teacher at a low salary or for a mere nothing. We would combat with this prejudice, which in certain cases may be attended

with very serious and irreparable consequences. The mission of the school teacher is a noble and responsible one, and to fulfil it with proper dignity his mind must be free of care. Him it is that you must entrust with the development of the intelligence and the culture of the heart of your children; him it is that you charge with the future welfare, in this world as in the other, of those nearest to your heart.

How could it then be expected from this man that he should devote himself exclusively to the education of children if we deny him an equitable remuneration?

How can we require him to think but of the advancement and progress of those we place under his care, if, without pity or remorse, we leave him to the penury of the present and to the anxiety for the future? How expect that he should display permanent and active solicitude for his pupils when his services do not seem to be appreciated, and keep him in constant distress of mind brought on by straightened circumstances?

The desire to secure a cheap teacher is an illogical and disastrous one. No countenance ought to be given to speculation in talent which assists in the promotion of the noblest of causes. We must not diminish the respect and esteem attending the pursuit of a noble profession; we must be liberal when the success of such an important object is at stake.

In the teacher must be found real merit and proficiency, and if you are anxious that your children should come to the attainment of useful knowledge and that their minds should be filled with sentiments of honesty, morality, and honor, do not lower the teacher in his own opinion and in that of others by the offer of a mere pittance.

In compelling him to accept the position on your own conditions you will not be the gainer in the end. He will work just enough to deserve the little he gets.

Let us, then, have for the teacher that respect to which his apostleship entitles him. Let us give him a suitable salary without cheapening his services; and then the standard of teaching shall be raised. Freed from the anxiety preying on his mind he will be put in a position to fulfil his duty in a way highly creditable to himself and successful for the youth under his charge.

SCHOOL VISITS.

Since the presentation of my last report, about a year ago, I twice visited the Catholic Schools. In submitting the return of this inspection I will call attention to the fact that my remarks apply to schools as they were in the month of December last, whereas the statistics refer exclusively to school year 1875-76.

ST. BONIFACE.

Boys' School.

Mr. Hughes is still in charge of the school. The pupils are mostly very young, and in general their progress corresponds with their years. There is taught at this school (which is a stepping stone to a higher course in the same institution), French and English reading, grammar, geography, mental and written calculation, calligraphy, translations in both languages, catechism.

The total attendance during the first half year of the school year 1875-76, commencing September 1st, 1875, and expiring 31st January, 1876, has been 2,886, which divided by 100 constitutes an average of 28: and during the last half year expiring 31st July, 1876, of 1,747, which similarly divided, gives an average of 17.

ST. BONIFACE.

Girls' School.

The Reverend Sisters of Charity have consented to the removal of this school to the boarding school. Of course this new arrangement is altogether to the advantage of the pupils, who have the use in common of two large rooms which are admirably adapted to their purpose.

The course followed by the young girls is well distributed, and we were agreeably surprised at their varied attainments on important subjects. Assuredly the School of St. Boniface holds a high rank, and the Reverend Sisters under whose direction it is have a right to expect that notice should be taken of such a good work.

On my last visit I was accompanied by a trustee, Mr. A. A. C. Lariviere, who expressed himself entirely satisfied, and some

days after an examination took place at which His Grace Arch-
bishop Taché presided. The result was equally gratifying to
both the Reverend Sisters and their pupils.

The following is the division of classes in December last :

Third Class.

This class numbers forty-eight children.

First Division.

Alphabet	8
Catechism	8

Second Division.

Spelling book, 1st part (French)	13
First Reader, 1st part (English)	18
Catechism	13
Arithmetic, numeration.....	18

Third Division.

Spelling book, 2nd part.....	27
First Reader.....	13
Catechism	27
Arithmetic, simple numbers.....	22
Writing on slate.....	27

Second Class.

This class numbers twenty-six pupils.

Reading—Devoir	12
Second Reader	12
Orthography	12
Spelling	12
Perrin's Vocabulary.....	12
French Grammar	12
Sacred History	10
Catechism	12
Arithmetic, first rules and multiplication table..	18

Second Division.

Reading, Illustrated Bible	14
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Second Reader	12
Orthography	12
Spelling	12
Perrin's Vocabulary.....	12
French Grammar	12
Sacred History	10
Catechism	12
Arithmetic, first rules and multiplication table..	18

Second Division.

Reading, Illustrated Bible	14
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Vocal music	50
Instrumental music.....	18
Sewing, etc.....	69

The total of attendance during the first six months of the school year 1875-76, commencing the 1st September, 1875, and expiring the 31st January, has been 3,435, which total divided by 100 shows an average of 34; and during the last six months expiring 31st July, 1876, of 3,477, which divided by 100 gives an average of 34.

ST. BONIFACE SOUTH.

The ratepayers have erected on a very fine site a school house keep in a very regular way by Miss R. Schmidt, teacher.

After the subdivision of the St. Boniface school district, the re-opening of classes took place only in February, that is to say at the beginning of the last half of the school year 1875-76.

At the time of my last visit, there was a noticeable progress

The following is the division of classes in December last.

Reading—Spelling Book	22
Devoir	12
Manuscript	2
Sacred History	4
Geography	2
Writing on paper	12
Writing on slate.....	28
Catechism	All.

The total of attendance during the last half year, 1875-76, ending 31st July, 1876, has been of 1319, which divided by 100 gives an average of 13.

37 children appeared on the register; 18 boys, 19 girls.

WINNIPEG.

Boys' School.

Rev. F. McCarthy has, since the beginning of the new school year, being charged with the direction of this school; his efforts

re attended with good results as is evidenced by the last public examination. We have noticed the special care given by the Rev. Father to the teaching of that eminently practical science arithmetic, and the pupils are at no loss to solve some very complicated problems. The English language predominates. French has been added to the programme a few days ago only.

As the children attending this school are very young, the course has of course to be limited.

In December last the teaching was as follows :

English Course.

Reading—1st Division	3
Reading—2nd Division	3
Reading—3rd Division	10
Reading—4th Division ..	8
Writing on paper	20
Writing on slate	5
Arithmetic—1st Division	9
2nd Division	9
3rd Division	7
Geography—1st Division	9
2nd Division	7
Spelling—1st Division	10
2nd Division	8
Grammar—1st Division	6
2nd Division	7
Letter writing.....	16
Catechism—1st	6
2nd	8
3rd.....	7

French Course.

Reading—1st Division	6
2nd Division	14
Translation	12
Catechism.....	10

The total attendance during the first school half year beginning 1st September, 1875 and ending 31st January, 1876, has been 2203, which divided by 100 gives an average of 22 ; and during the half year ending 31st July, 1876, of 2229 which divided by 100 gives the same average of 22.

WINNIPEG.

Girls' Academy.

This institution is rapidly becoming stronger and the best evidence of its vitality is the erection of a splendid building inaugurated at the reopening of classes in September last. We have visited this establishment and we can vouch for its possessing all the required hygienic conditions.

The furniture also is excellent.

The short time taken by the Reverend Sisters of the Holy Names of Jesus and of Mary to put their institution on so high a footing, shows how great must have been the sacrifices incurred. At the present time their work is a success, and this fact will no doubt tend to its encouragement.

A great number of pupils attend with great success the course of the Academy.

At the end of the two first half years a brilliant public examination took place. The following will show what matters were under study in the month of December last.

English Course.

1st Reader	8
2nd Reader	15
3rd Reader.....	15
4th Reader	17
5th Reader.....	3
Carpenter's Speller	32
Grammar—Etymology, 2nd section.....	22
1st section.....	6
Syntax	2
Geography—4th section	14
3rd section	17
2nd section	6
1st section	2
Sacred History	16
History of England	6
History of France.. ..	2
Logic.....	2
Natural Philosophy.....	2

Arithmetic—Numeration	22
Simples Numbers.....	26
Compound Numbers	13
Fractions	5
Interest.....	6

French Course.

Alphabet	9
Spelling Book—1st part	16
2nd part	12
Devoir	16
Fasquelle	2
Phrase Manual	15
Grammar	8
Writing—on slate	23
copy book	44
Catechism—3rd section	18
2nd section.....	7
1st section	13
Music	38
Needlework	60

The total attendance during the first half year of the last school year beginning on 1st September, 1875, and expiring 31st January, 1876, has been of 3852, which divided by 100 gives an average of 38; and for the last half year ending 31st July, 1876, of 4840, which divided as above shows an average of 48.

92 pupils appear on the register of the Academy.

ST. VITAL.

The same spirit of progress which was characteristic with this institution is still manifest. We would wish that the parties interested could in a higher degree appreciate the important services rendered by the Reverend Sisters of Charity.

The school is still under the supervision of Reverend Sister Coulet, with what success has already been told.

Classes are distributed as follows :

Reading—Spelling Book..	46
Devoir	30
Sacred History	20
Catechism	76
Geography	13
Multiplication Table	60
Arithmetic	46
Grammar	30
Composition in Grammar	30
Grammatical Analysis.....	27
Writing—on slate	76
on paper.....	30
Singing	All.

The attendance during the first half of the school year 1875-76, beginning on 1st September, 1875 and expiring 31st January, 1876, has been 4575, which divided by 100 gives an average of 45; and for the last half year expiring 31st July, 1876, has been 4219, which divided by 100 shows an average of 42.

Number of pupils on register 77; boys, 48, girls, 29.

ST. NORBERT NO. 1.

This school has been neglected during the greatest part of the school year. Since the month of September last, Mr. Louis Denis has been appointed to its direction. There will doubtless be a notable change before long. The children are ready for the transition as the most proficient read very well on the Devoir and Manuscript and write very fairly.

Reading—Spelling Book.....	15
Devoir	28
Manuscript	14
Catechism	28
Sacred History	10
Table of Multiplication.....	28
Arithmetic—first rules	28
Writing—on slate	50
on paper.....	11

The total attendance for the first school half year 1875-76 beginning 1st September 1875 and expiring 31st January, 1876 has been of 2605, which divided by 100 gives an average of 26.

and for the last half year expiring 31st July, 1876, of 2500 which divided by 100 shows an average of 25.

The pupils on register number 45 ; boys, 24, girls, 21.

ST. NORBERT CENTRE NO. 2.

What I have already said about this school in my last report, could be repeated here. The Reverend Sisters of Charity notwithstanding the great number of pupils under their care, have met with gratifying results and the examinations are as usual very satisfactory. At the end of the last school year, a public examination took place, at which were present several members of the council of Public Instruction.

The following shows the distribution of the teaching in the month of December last.

Reading—1st class, History	12
2nd class, Devoir	15
3rd class, Spelling Book	24
4th class, Spelling	13
Calligraphy	50
Grammar	22
History	20
Geography	15
Arithmetic—Compound Rules	18
First Rules	23
Catechism and singing.....	All.

The total attendance during the first school half year 1875-76, beginning on 1st September 1875, and ending 31st January, 1876 has been 3961 which divided by 100 gives an average of 39 ; and during the last half year ending 31st July, 1876 of 4247, which divided as above bring an average of 42.

Pupils on school register 80 ; boys, 40, girls, 40.

ST. NORBERT NO. 3.

Mrs. A. Levêque, who arrived in this country last spring, has charge of this school. At the time of my visit, although she had

been but a few months in charge, there was remarkable improvement, especially in arithmetic, which had been very carefully taught, for the pupils could with facility solve complicated problems in Interest, Fractions, Proportions, etc.

Mrs. Levêque holds excellent certificates from the Province of Quebec.

The classes in December last, were distributed as follows:

Reading—Spelling Book.....	14
Devoir	28
Manuscript	10
Grammar.....	5
Arithmetic	12
Rules—Interest, Fractions, Proportions.....	4
Calligraphy.....	18
Sacred History.....	13
Catechism.....	22

The total attendance during the first school half year 1875-76 beginning the 1st September 1875 and ending 31st January, 1876 has been of 1432, which divided by 100, constitute an average of 14; and for the last half year ending 31st July, 1876, of 2000, which divided as above brings as a result an average of 20.

The number of pupils of register was 38; 16 boys, 22 girls.

ST. NORBERT NO. 4.

There has been no change in the direction of this school, which without holding a superior rank, stands however at a very creditable standard.

The teacher, Mrs. C. Mulaire takes great interest in the progress of her pupils who seem to improve by the lessons imparted to them.

In December last the distribution of classes was as follows:

Reading—Spelling Book.....	10
Devoir.....	12
Manuscript	12
Grammar.....	10
Geography.....	8

Arithmetic—First Rules.....	12
Writing—on copy book	16
Catechism and Singing.....	All.

The total attendance during the first school half 1875-76, beginning on 1st September, 1875, and ending 31st January, 1876 has been 1652, which divided by 100, give an average of 16; and for the last half year ending 31st July, 1876 of 2337, which divided by 100, constitute an average of 23.

Number of pupils on Register, 37; boys, 25, girls 12.

STE. AGATHE.

Mr. Maxime Courtemanche, who under the circumstances, had good success in this district, has given up teaching.

His successor Mr. F. Perras continues successfully the work of his predecessor. With a good start the pupils will steadily make quicker progress than in the past.

In December last the matters under tuition were as follows :

Reading—Spelling Book.....	16
Devoir and Nouveau Testament.....	17
• Manuscript	6
Arithmetic—Fractions.....	11
First Rules	24
Catechism	All.

The total attendance for the first school half year 1875-1876, beginning 1st September, 1875 and ending 31st January 1876, was of 1567 which divided by 100, gives an average of 15; and for the last half year ending 31st July, 1876, of 2072, which divided as above shows an average of 20.

The children on school register number 34 of whom 23 are boys, and 11 girls.

LORETTE WEST.

At this school the elements only of science,—reading, ciphering, calligraphy and catechism—have been taught to this day.

Mr. E. Martel has replaced Mrs. Vandry.

Fifteen children attend school regularly, six of their number read in the Devoir, Sacred History and History of Canada, and the other nine in the Spelling Book.

All the pupils are taught calculation and calligraphy.

LORETTE EAST.

The impulsion given to this school under a change of direction has already been fraught with good results. Although unable to devote his whole time, the Rev. Mr. Quevllion superintends the teaching in a way to render it more effective and better ordained than was previously the case. The study of the English language has been added to the programme.

We learn with pleasure that the building of a school house is contemplated.

The classes in December last were distributed as follows :

Reading—Spelling Book.....	7
Devoir	14
Sacred History	9
Grammar	14
Multiplication Table... ..	21
Arithmetic—First Rules.....	12
Writing—on slate and paper.....	21
Catechism	21

The total attendance during the first half of the school year 1875-76, beginning on first September 1875, and expiring 31st January, 1876 has been 1985, which divided by 100 constitute an average of 19 ; and during the last half year ending 31st July 1876 of 2157, which divided 100 shows an average of 21.

The pupils on school register number 37, of whom 22 are boys and 15 girls.

STE. ANNE WEST.

For quite a time, numerous and protracted non attendances have been of very frequent occurrence which accounts for the

inferiority of this school which at one time was in a flourishing condition. If as we believe this irregularity of attendance is not attributable to the apathy of parents, some remedy ought to be at once applied.

The teacher is Miss V. Perrin, and the classes are divided as follows :

Reading—Spelling Book.....	27
Devoir	16
Manuscript	4
Grammar	6
Arithmetic	9
Writing on paper.....	10
Catechism	All.

The total attendance during the first six months of the school year 1875-76 beginning the first September 1875 and expiring 31st January 1876, has been 3158 which divided by 100 gives an average of 31 ; and during the last half year expiring 31st July, 1876 of 2597, which divided by 100 shows an average of 25.

The register showed 75 pupils, of whom 40 are boys and 35 girls.

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STE. ANNE EAST.

This school is now in a better footing as regards teaching. The new teacher Mr. J. B. Brousseau, has followed the exercise of his profession for a number of years, and we have a right to expect that under his able direction, the pupils must soon improve. He succeeds Mrs. H. Pariseau.

In September last, the several classes were distributed as follows :

Reading—Devoir	13
Spelling	16
Grammar	2
Arithmetic—First Rules.....	8
Writing—on paper.....	11
Catechism	25

The total attendance during the first six months of the school year 1875-76, beginning on first September, 1875 and expiring 31st January, 1876, has been 1380, which divided by 100 gives an average of 13; and for the half year ending 31st July, 1876 of 1114 which divided as above gives an average of 11.

29 children on the register.

ST. CHARLES EAST.

This school is now closed. It was in operation during the school year 1875-76 under the direction of Mr. Thomas Garrison. The number of pupils on register was 21; 15 boys and 6 girls. The total attendance for the first six months beginning 25th November and expiring 31st January, 1876, has been 463, and for the last half year ending 31st July 1877 of 1038.

As may be seen, the school was only opened on the 25th November, 1875.

ST. CHARLES WEST.

The want of attendance is the drawback complained of at this school. For a few months past especially, the evil is growing worse. A remedy must be applied.

In consequence, the Rev. Father St. Germain cannot ensure progress as he would like and could do.

In December last the teaching stood as follows:

French and English reading—Spelling Book.....	12
Devoir and 3rd Book	6
Arithmetic—First Rules.....	6
Compound Rules	2
Multiplication Table.....	All.
Catechism—English and French	All.

The total attendance for the first six months of school year 1875-76, beginning first September 1875, and ending 31st January 1877 has been of 2045, which divided by 100 gives an average of 20; and for the last half year ending 31st July, 1876, of 1537, which divided by 100 shows an average of 15.

ST. FRANÇOIS XAVIER EAST.

This school district in the demise of the late Mr. D. Bibaud, has lost a gifted and talented teacher. This veteran withdrew from his profession for the purpose of preparation to death. He was deeply regretted by all.

Mr. E. Prud'homme replaced him, and following the steps of his predecessor, he strives successfully.

Reading—Spelling Book.....	17
Devoir	24
Grammar	13
Arithmetic	25
Sacred History	3
History of Canada	4
Calligraphy	23
Dictation	5
Catechism	27

The total attendance during the first school half year 1875-76, beginning on first September 1875, and ending 31st January, 1876, has been 3477, which divided by 100, gives an average of 34; and for the last six months, ending 31st July, 1876, 3273, which divided as above, brings an average of 32.

The pupils on school register number 49, of whom 26 are boys, and 23 girls.

ST. FRANÇOIS XAVIER WEST.

Mr. Jos. Forget, who, during the space of two years, had taught with remarkable success at this school, has abandoned his career and Mr. H. E. Dorval is his successor. This young teacher though not having the experience of his predecessor, fulfils, however, his duties with zeal, and meets with good success.

As is well known, the school of St. François Xavier West is attended by a large number of pupils and the tax payers shows great liberality when the moral and intellectual advantage of their children is at stake.

In my last report, I pointed out the progress of this excellent school, where, as a rule, children attend very regularly and are not absent without good cause.

The following were the divisions of classes in December last :

Spelling	23
Devoir	33
Manuscript	12
Grammar	22
Arithmetic—Compound, Interest, Fraction, etc..	33
Calligraphy—on slate and paper.....	37
Catechism	34

The total attendance during the first half year 1875-76 beginning first September, 1875, and ending 31st January, 1876 has been 6348, which divided by 100 gives an average of 63 ; and during the last six months ending 31st July, 1876, 7120, which divided by 100 brings out an average of 71.

The number of pupils on register was 104, viz : 61 boys and 43 girls.

ST. FRANÇOIS XAVIER CENTRE.

There are a great number of children in this school district and but few of them attend school regularly. I made the same remark in my previous report. The persisting indifference of parents in this respect is something more than strange, considering the know ability of the teachers, and the satisfactory progress of several of the pupils.

The Reverend Sisters of Charity, who for so long a time have strived in every way to ensure the progress of this school have undoubtedly the right to expect that the people should efficaciously assist them in the prosecution of their work.

The following is the distribution of teaching in December

Spelling Book	22
Devoir	20
Manuscript	4
Latin reading	4
Calligraphy	20
Grammar	13
Letter composition.....	12
Arithmetic—Compound Rules	2
Fractions	3
First Rules.....	15

Book keeping	4
Sacred History	4
History of Canada	2
Geography	4
Catechism	42
Singing	42

The total attendance during the first school half year 1875-76, beginning the 1st of September, and ending 31st January, 1876, has been 2623, which divided by 100 gives an average of 26; and during the last half year ending 31st July, 1876, 2902, which divided as above, shows an average of 29.

The number of pupils on register was 67, of whom 30 were boys, and 37 girls.

BAIE ST. PAUL EAST.

Mr. Salle Pinaud de la Croix who had charge of this school in 1875-76, was replaced in September last by Mrs. A. Precourt.

It is unfortunate that the rate payers should not decide on the building and better furnishing of another school house. The school room is too narrow for the number of children in attendance and it is high time that measures should be adopted to make some improvement in that respect.

As a rule the pupils are not as well up in their studies as they should be.

The following is the distribution of classes in December last.

Spelling Book	13
Devoir	17
Manuscript	10
Calligraphy	20
Grammar	4
Sacred history.....	12
Arithmetic—First Rules.....	10
Catechism.....	all

The total attendance during the first school year beginning first September, 1875, and ending 31st January, 1876, was 2517, which divided by 100 gives an average of 25; and during the half year ending 31st July, 1877, 2319, which divided by 100 gives an average of 23.

The number of pupils on register was 40 boys, and 18 girls.

BAIE ST. PAUL WEST.

The school after being closed up during a whole year was reopened in September last. The difficulties which formerly existed have disappeared and everything leads to the belief that harmony is permanently restored.

Mr. Salle Pinaud de la Croix has been re-engaged and children attend school.

The average attendance is 12.

The following was the distribution of matters in December last.

First Division—Reading, Writing, Arithmetic, Grammar, Sacred History, Catechism and Geography.—7.

Second Division.—Reading, Writing, Arithmetic and Catechism.—8.

Third Division.—Spelling Book, Writing on slate, Calculation and Catechism.—5.

Fourth Division.—Spelling Book, writing on slate, Calculation and Catechism.—8.

ST. LAURENT (LAKE MANITOBA.)

The Catholic Mission of this district have erected a fine roomy and well furnished school house. We have noted with much pleasure the happy changes which have taken place since the time of our last visit. The comfort of the children is well attended to, and their intellectual progress has been indeed very remarkable.

The Rev. F. Mulvihill fills his charge with zeal and success.

The following is the distribution of the several divisions in December last.

Reading—Spelling Book.....	21
Devoir	10
English, 1st reader.....	6
2nd reader	7
Spelling French	8
Writing—on paper.....	20
slate.....	21
Arithmetic—Interest	4
Compound	5
Fundamental.....	26
Grammar, French.....	18
Catechism	21
Geography	20
Sacred history.....	10
Correspondence.....	14
Book keeping	3

The total attendance during the first half year of the last school year, beginning 1st September, 1875, and ending 31st January, 1876, was 3673, which divided by 100 shows an average of 36; and for the last six months ending 31st July, 1876, 4061, which divided by 100 shows an average of 40.

Number of pupils on register 59, of whom 35 are boys and 24 are girls.

ST. GEORGE (LAKE MANITOBA.)

The school of this district has been kept open during the last school half year 1875-76 only.

Rev. Father P. McArthy presided. The average attendance was 25.

Thirty-six children were entered on register; 18 boys and 18 girls.

SCHOOL YEAR 1875-1876.

As appears by the above tables, during the first school half year 1875-76, beginning the 1st September 1875 and ending 31st January, 1876, 1103 children, viz: 581 boys, and 522 girls were entered on the 21 registers kept by our teachers.

The total number of days of attendance has been 57,190, which divided by 100 gives an average of 571.

During the last half year ending 31st July, 1876, the names of 1176 children, 617 boys, and 559 girls appeared on the school registers of our section, and the total number of days of attendance was 631,63, which divided by 100 gives an average of 631.

NEW SCHOOL DISTRICT.

The school district of Ste. Agathe has been subdivided, and the new district is known as "St. Jean Baptiste."

I have the honor to be,
Your Excellency's most obedient servant,

ELIE TASSE,

Superintendent for Catholic Schools.

TABLE of attendance at Catholic Schools of Manitoba during the first half of School Year 1875-76, beginning on 1st September, 1875, and ending 31st January, 1876.

No	Names of Schools.	Schools in Operation.		SCHOLARS.			Number of days of attendance at each school.	Average at each school.	General Average.	Names of Teachers.
		From.	To.	Boys.	Girls.	Total.				
1	St. Laurent, Lake M.	1875	1876	35	24	59	3673	36.73		J. Mulvihill, O. M. I.
2	Baie St. Paul, East....	"	"	40	18	58	2517	25.17		S. Pinaud de la Croix
3	St. Frs. Xavier, West	"	"	61	43	104	6348	63.48		Jos. Forget.
4	Centre	"	"	30	37	67	2623	26.23		Sister Delorme.
5	East	"	"	26	23	59	3477	34.77		E. Prud'homme.
6	St. Charles, West.....	"	"	26	26	52	2045	26.45		Rev. St. Germain.
7	East	November	February	15	6	21	463	4.63		Thos. J. Garrison.
8	Winnipeg (boys).....	September	February	40	..	40	2203	22.03		Daniel McCaulay.
9	Winnipeg (girls).....	"	"	..	92	92	3952	39.52		Sister Marie de Dieu.
10	St. Boniface (Boys)..	"	"	40	..	40	2886	28.86		Frank R. Hughes.
11	St. Boniface (Girls)..	"	"	..	51	51	3435	34.35		Sister McDougall.
12	St. Vital	"	"	48	29	77	4575	45.75		Sister Goulet.
13	St. Norbert, N. No. 1.	"	"	24	21	45	2206	22.06		J. M. Poitras
14	" C. No. 2.	"	"	40	40	80	3961	39.71		Sister Boire.

No	Names of Schools	Schools in Operation.		SCHOLARS.			Number of days of attendance at each school.	Average at each school.	General Average.	Names of Teachers.
		From.	To.	Boys.	Girls.	Total.				
15	St. Norbert No. 3.....	1875	1876	16	22	38	1432	14.32	.....	Louis Denis.
16	St. Norbert, No. 4.....	October.....	February ..	25	12	37	1652	16.52	.....	Catherine Mulaire.
17	St. Agathe.	"	"	23	11	34	1567	15.6	.....	M. Courtemanche.
18	Lorette West	"	"	15	3	18	1557	15.57	.....	Mrs. Vaudry.
19	Lorette East.....	"	"	22	15	37	1985	19.85	.....	Mrs. J. B. Gauthier.
20	Ste. Anne, West.....	"	"	40	35	75	3158	31.58	.....	Miss V. Perrin.
21	Ste. Anne, East.....	"	"	15	14	29	1380	13.80	.....	Mrs. H. Pariseau
				581	522	1103	57195		59484	

TABLE of attendance at Catholic Schools during the last half of the School Year 1875-6, beginning on first February and ending 31st July, 1876.

No	Names of Schools.	Schools in Operation.		SCHOLARS.			Number of days of attendance at each school.	Average at each school.	General Average	Names of Teachers.
		From	To	Boys.	Girls.	Total.				
1	St. Laurent Lake M.	1875	1876	35	24	59	4061	40.61	.....	Bro. J. Mulvihill.
2	St. George	"	"	18	18	36	2557	25.57	.....	Rev. J. McCarthy.
3	Baie St. Paul	"	"	40	18	58	2319	23.19	.....	S. Pinaud de la Croix.
4	St. Frs Xavier West	"	"	61	43	104	7120	71.20	.....	Joseph Forget.
5	Centre	"	"	30	37	67	2902	29.02	.....	Sister Delorme.
6	East	"	"	26	23	49	3273	32.73	.....	M. E. Prud'homme.
7	St. Charles', West...	"	"	26	26	52	1537	15.37	.....	Rev. P. St. Germain.
8	East	"	"	15	6	21	1038	10.38	.....	T. Garrison.
9	Winnipeg, boys.....	"	"	40	..	40	2229	22.29	.....	Daniel McCaulay.
10	girls.....	"	"	..	92	92	4840	48.40	.....	S. Marie, Jean de Dieu.
11	St. Boniface, boys....	"	"	40	..	40	1747	17.47	.....	F. R. Hughes.
12	girls....	"	"	..	51	51	3476	34.76	.....	Sister McDougall.
13	South	"	"	18	19	37	1319	13.19	.....	Miss Rose Schmidt.
14	St. Vital	"	"	48	29	77	4219	42.19	.....	Sister Goulet.

No	Names of Schools.	Schools in Operation.		SCHOLARS.			Number of days of attendance at each school.	Average at each school.	General Average.	Names of Teachers.
		From	To	Boys	Girls	Total				
15	St. Norbert, No. 1 ...	1875	1876	24	21	45	2500	25.00	.....	J. M. Poitras.
16	Centre, No. 2	"	July.....	40	40	80	4247	42.47	.....	Sister Boire.
17	No. 3	"	"	16	22	38	2033	20.33	.....	Is. Denis.
18	No. 4	"	"	25	12	37	2337	23.37	.....	Madame C Mulaire.
19	Ste. Agathe	"	"	23	11	34	2072	20.72	.....	M. Courtemanche.
20	Lorette West	"	"	15	3	18	1469	14.69	.....	Mrs. S. Vaudry.
21	East	"	"	22	15	37	2157	21.57	.....	Mrs. J. B. Gauthier.
22	St. Anne's, West.....	"	"	40	35	75	2597	25.97	.....	Melle. Perrin.
23	East.....	"	"	15	14	29	1114	11.14	.....	Mrs. H. Pariseau.
				617	559	1176	63163			

