

regular, but also at the special meetings which I recommended them to hold for this purpose.

The following statement shows the number and class of the diplomas granted by the several boards during the year 1856:

Class of Diplomas.	Montreal, catholic.	Montreal, protestant.	Quebec, catholic.	Quebec, protestant.	Three-Rivers.	Sherbrooke.	Stanstead.	Ottawa.	Kanouaska.	Gaspé.	Total.
Diplomas for academies.....					2						2
Diplomas for Model Schools.....	13	3	14		16	2	1		12		61
Diplomas for Elementary Schools.	532	2	176	1	133	46	73	1	77		1041
Total.....	545	5	190	1	151	48	74	1	89		1104

I would be failing in my duty, were I to omit to mention the opinion expressed by the school teachers at their convocations; and which appears to be generally entertained by the School Inspectors; they both find that diplomas are obtained with too much facility. It is not my intention to cast any blame on the respectable and enlightened citizens who now constitute the different Boards of Examiners, for I believe that they are all actuated by the desire to advance the cause of Public Instruction, the only inducement indeed which could have led them to accept a gratuitous and troublesome office; but I beg to observe, that the very reasons which heretofore caused their indulgence, are daily becoming weaker or disappearing altogether under the natural and general progress of things. Besides, should any fear be entertained, lest the poorer and more remote municipalities might by too strict an adherence to the regulations for granting diplomas for elementary schools be deprived of teachers, the same excuse cannot hold good with respect to diplomas granted for superior primary, or model schools, and much less, when granted for academies. I have been assured that on several occasions, the examiners have exercised the same indulgence in granting their certificates in the latter case, and that in consequence, several teachers have received first class diplomas, although scarcely worthy of being admitted to teach in elementary schools. Even with respect to these, the examiners should bear in mind, that under particular circumstances, requiring such indulgence, the Superintendent can permit teachers of both sexes, to teach, although they may not be provided with diplomas; and it will be far better to leave it to his discretion and responsibility than to allow, persons, totally unfit for the profession, to go into any part of the country provided with a certificate that they do not deserve, by means of which they may impose upon Commissioners desirous of performing the duties of their office, independently of those who would be glad of such a plausible excuse to screen their parsimony.

It is evident that the newly established Normal Schools, and in fact all other schools must suffer materially from such a state of things. The competition to be encountered with teachers, who should never have received diplomas, will prevent many young men from submitting to the privations they must undergo, in order to prepare themselves for the profession of teachers.

I am far from being convinced that the provisions of the new law which permits the appointment of a Board of Examiners for each County, is calculated to redress the grievance complained of. In these new boards, many other reasons for indulging applicants will be added to those which already exist, and that have influenced to such a degree the present examiners.

I am perfectly aware of the inconvenience to which teachers residing in the remote parts of the province are submitted while they have to travel such distances in order to present themselves for examination before the board established in the great judicial districts, but as, on the other hand, the principal disadvantages to be feared from the increase in the number of boards will, in my opinion be the universality and the lasting character of the diplomas which they will be permitted to grant, I think that the abuses, might be averted, and the inhabitants of the more remote districts satisfied by limiting the power granted to these county boards. In

the first place the permission to teach, granted by their diplomas should not extend beyond their county, and they should be renewed every three or four years; further, these boards should only be allowed to grant elementary school diplomas. As however for a few years to come, there might be some objection to the Normal Schools being alone empowered to grant diplomas authorising teaching in academies and model schools, and permanent diplomas for elementary schools, having a general effect throughout the Province, one or more boards should be established invested with like powers. A very strict and detailed program should be enjoined by the Council of Public Instruction, as also a system of points or notes as followed in the universities, and the examination should be assimilated as much as possible, to that undergone by the students of the Normal Schools.

The municipal council should be bound to provide for the salary of the Secretary Treasurer of the County Board, as well as for its contingent expenses; and to furnish a proper place for its meetings; no fee should be exacted from any candidate for diploma or certificate. The warden, of the county should be, a member *ex officio*, of the Board of Examiners.

The central board, (or the district board, should it be deemed expedient to establish several) should be composed of persons who have devoted themselves to some branch of science, and who have severally attained pre-eminence in the favorite subject of their studies. An amount, sufficient, partially to indemnify them for the time devoted to the duties of their office, should be placed at their disposal, and divided among them in proportion to their punctuality in attending the meetings of the board.

Notwithstanding the too great readiness in granting diplomas, with which the present examiners are reproached, I must, however, admit, that the clause of the last law rendering the obtaining diplomas obligatory as well on the part of female as of male teachers has had a most excellent effect. The diploma has become an institution, and that is a great point gained.

It is besides evident that so many candidates of both sexes would never have presented themselves for examination, unless a great portion of them, at least, had previously prepared themselves, and gained that knowledge which they certainly would never have acquired without such preparation. Several teachers now studying in the Normal Schools have admitted to me that, unless they had been obliged to obtain diplomas, they never would have dreamt of making so great a sacrifice of either time or money, but as they had to submit to an examination, they preferred preparing themselves by a course of study, to obtain a Normal School diploma.

These remarks lead me to speak of the Normal Schools, as connected with the most important of all the provisions contained in the laws lately passed for the promotion of education. I have spared no pains suitably to put in force the praiseworthy intentions of the Legislature, and I am bound to express the most lively feelings of gratitude in acknowledging its promptitude and liberality, whereby I was enabled to carry out several of the reforms suggested by me in my first report, and more especially the establishment of these institutions. I also consider it due to the Executive Government to state that all the suggestions which I deemed it my duty to submit relative to the establishment of the Normal Schools, as well as to all the other measures to which I shall have to refer in this report, invariably met with the most prompt and kind attention.

All that part of the Report which relates to the organisation of the Normal Schools, contains nothing which is not already known to our readers. Teachers will be gratified at the following suggestions:

I considered it my duty to take advantage of the inauguration of the Normal Schools for the purpose of establishing Teachers' Associations in connection with each of them. At a time when a formidable competition was about to be entered into with the actual teachers, it appeared to be nothing more than just, that the advantage of conferences at which they could discuss among themselves, or hear discussed by the Professors of each school, pedagogical questions, in which they are so especially interested, should be procured for those among them who could not attend regularly at the Normal Schools.

These associations will be hereafter divided into sections, and it is very desirable that a good library should be established at the chief-hen of each section. I would beg to suggest that a certain sum be appropriated by the Legislature for this object, and I have no hesitation in stating that such a grant would be as beneficial in its effects, if not more so, than the grants annually made in favor of literary societies and Mechanics' Institutes. The establishment of Teachers' Associations, has been attended with the most happy