

ground devoted to agricultural experiments in connection with each school. All these methods have been adopted with success in the introduction of agriculture into schools in other countries.

"The Normal school should be provided with abundant apparatus, models, specimens and books, so as to render the subject attractive, and adequately to represent its importance. If only space and cases were provided, a valuable agricultural museum could be accumulated in a short time at very little expense.

"Competent persons might be appointed as inspectors of agricultural classes and to hold examinations and to convene institutes of teachers in the several counties with the view of aiding the work, of informing the people as to its value, and of insisting on the principle that the scientific education of the mind of the farmer is the initial step in agricultural improvement. This function might be entrusted to the Professors of Agriculture in the several Normal Schools."

The introduction of agricultural instruction, into our Normal Schools, will certainly increase the efficiency of these institutions which have contributed so materially to elevate the standard of education generally throughout the Province.

The regulations which have been laid down for the guidance of the different Boards of Examiners, it is hoped, will have the same effect.

A statistical summary, which in virtue of the rules must be published annually, will be found annexed, in connection with which, I regret to have to state, as on former similar occasions, that a glance at the tabular statement will show that some of the Boards appear still to dispose a little too rapidly of the number of Candidates who present themselves for examination.

At present the competition between male and female Teachers furnished with Diplomas is so great that no practical inconvenience could result from being very strict, and making these examinations as efficient as possible.

ANNUAL Statistical Summary of the Boards of Examiners for the Province of Quebec for 1868.

BOARD	Number of days the meetings lasted.	Number of Candidates examined.	Mean number of Teachers examined.		Number of Diplomas granted for Academics, 1st class.		Academics, 2nd class.		Model Schools, 1st class.		Model Schools, 2nd class.		Elementary Schools, 1st class.		Elementary Schools, 2nd class.		Number of Candidates admitted and Class of Diploma.			Grand Total.	Number of Candidates rejected.
			Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Academy.	Model School	Elementary School.		
Charlevoix	2	12	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	6	.....	2	.....	.....	9	9	3
Montreal (Catholic).....	8	202	25	.....	.....	.....	.....	.....	2	2	3	7	3	123	5	45	.....	14	176	190	12
Id. (Protestant).....	4	51	13	2	.....	.....	.....	.....	1	1	.....	.....	3	23	3	16	2	2	45	49	2
Quebec (Catholic).....	5	88	17	1	.....	.....	.....	.....	.....	.....	1	.....	.....	12	.....	47	1	.....	59	60	28
Id. (Protestant).....	4	21	5	.....	.....	.....	.....	.....	.....	.....	1	.....	5	5	1	8	.....	1	19	20	1
Three Rivers.....	5	100	20	.....	.....	.....	.....	.....	1	4	.....	5	.....	50	.....	18	.....	10	74	84	16
Sherbrooke.....	3	33	11	1	.....	2	.....	.....	3	1	.....	.....	1	11	1	8	3	4	21	28	5
Kamouraska.....	4	36	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	.....	12	.....	.....	29	29	7
Gaspé.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1	1	.....
Stanstead.....	3	29	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	11	1	11	.....	.....	29	29	.....
Ottawa.....	4	20	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	8	1	6	.....	.....	18	18	2
Beauce.....	3	39	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	9	.....	18	.....	.....	27	27	12
Chicoutimi.....	3	4	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	.....	4	4	.....
Rimouski.....	3	10	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	8	.....	.....	8	8	2
Bonaventure.....	3	7	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	7	.....
Pontiac.....	5	11	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	4	.....	.....	.....	.....	11	11	.....
Richmond.....	4	19	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	8	.....	.....	13	13	6
Waterloo & Sweetsburg (C.)	3	9	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	.....	4	.....	.....	9	9	.....
Waterloo & Sweetsburg (P.)	4	48	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	5	.....	.....	.....	42	42	6
Total.....	71	740	163	4	.....	2	.....	7	8	4	12	.....	35	311	19	236	6	31	601	638	102