

trict of Montreal, out of 349 certificates, there are only 4 for academies and 34 for model and superior schools; in the whole 471 certificates have been allowed, and of this number there are 415 for elementary schools.

The law should have provided means for forming masters, by establishing from the commencement several Normal Schools, for the instruction of those who intended to devote themselves to teaching. This law, passed in 1846, provides for the examination of the qualifications of teachers; but it obtains at the same time, that this examination shall only take place in ten years. Since, (in 1849,) this period has been limited to 8 years, that is to say, to the 1st July, 1852. To give to this enactment all the desired effect, the school commissioners are ordered not to engage any teachers after this period, but such as are provided with certificates of capacity; a provision which the school commissioners have evaded, by engaging women or young girls as teachers whom the law exempts from the formality of an examination. The legislator, by putting off to such a remote period the examination of the qualification of the teachers, understood then the necessity of this examination; and in order not to leave Lower Canada without school masters by giving immediate effect to this provision, he granted a sufficient time (eight years,) to permit the teachers to become capable of undergoing the required examination. This was very proper; but an important thing was forgotten, which was indispensable for the good results of this provision, namely, that rational and methodical teaching did not exist in Canada; it had yet to be created: that in order to create it, it was necessary to form establishments in which those who intended to devote themselves to teaching might learn the theory and the practice of this difficult art. Thus it happened that at the expiration of the period fixed, the teachers, without any pecuniary means, without any one to form them or at least to guide them in the important studies which teaching requires, presented themselves—with few exceptions, little better prepared to undergo the required examination than in 1846—so that eight precious years have been lost to education and the Normal Schools which ought to be one of the fundamental bases of the system of public instruction, will have to be established for the first time in 1853.

The absolute and indispensable necessity of creating Normal Schools for the purpose of forming masters capable of teaching, has been acknowledged at a rather late period. The art of teaching is more difficult than is generally believed: it is the result of particular studies and practice; it depends, for its efficacy, on the method of teaching. Now, it is only in the Normal Schools that all the necessary attainments for this art can be acquired.

M. Guizot said, on introducing the Law of Primary Instruction to the Chamber of Deputies: "All the provisions hitherto described *would be of none effect*, if we took no pains to procure for the public School thus constituted *an able Master, and worthy of the high vocation of instructing the people*. "It cannot be too often repeated, that *it is the Master that makes the School*."

"What a well assorted union of qualities is required to constitute a good Master! A good Master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste; who is to live in an humble sphere, and yet have a noble and elevated spirit; that he may preserve that dignity of mind and of deportment, without which he will *never obtain* the respect and confidence of families; who possesses a rare mixture of gentleness and firmness; for, inferior though he be, in station, to many individuals in the *Communes*, he ought to be the obsequious servant of none; a man not ignorant of his rights, *but thinking much more of his duties*; shewing to all a good example and serving to all as a counsellor; not given to change his condition, but satisfied with his situation, because it gives him