

Inspector may be to blame, or if at all. There is, however, something radically wrong somewhere, and incalculable evils are resulting therefrom to our children. Throughout the district, school properties are being alienated, and schooling neglected.

*Rev. Henry Roe, Megantic.*—Most of the masters are not competent to teach the elements of reading and writing. I am persuaded that there is not a single municipality in Megantic, and very few in the whole county, in which the provisions of the Act are carried out in good faith.

*Mr. Crémazie*, one of the Board of Examiners at Quebec, in a work of great value, has examined the law on primary instruction, in an extensive and comprehensive manner, by studying it in its principle, in its organization, and in its results. In this memorial which is really important from the practical and comprehensive appreciation of what exists, and of what ought to exist, Mr. Crémazie thus expresses himself on the working of the law: "The Report of the Superintendent for the last six months of 1841, establishes the existence in Lower Canada of 1991 schools. These 1991 schools necessarily suppose 1991 male or female teachers. Since the first July, 1852, all the teachers ought to have obtained a certificate of capacity, after an examination before a board of examiners. Out of this number of 1991 male and female teachers, only 472 male teachers have been admitted to teach by the Board of Examiners, and 23 more must be struck from the number of female teachers on the list of persons licensed to teach. There are then remaining 1590 schools confided to male and female teachers who have not submitted to the examination intended by law. In every system of instruction whatsoever, the efficacious action of the system depends on the qualification of the teachers."

It is impossible not to admit, with nearly all those who have given their testimony, that the school system does not work in such a manner as to give to the youth sufficient instruction suitable to the industrial interests of the country. It is urgent that this state of things should not be allowed to continue for some years more; for it is to be apprehended that the real friends of education, discouraged by an unfruitful labour, will abandon the struggle, and leave the field free to ignorance and careless routine.

The causes which have prevented the progress of education and still retard it, have only to be pointed out to demonstrate at the same time the means which the Legislature ought to adopt to make our school system work with more efficiency, and cause it to produce more generous and satisfactory results. These causes would disappear by the application of new powers organized to control them.

No school system can work well, without an active, energetic, intelligent management, having the right of taking the initiative and of solving all difficulties that occur. A management having but the right to advise, is in Lower Canada an anomaly, and an absurdity. It ought to have the power of enforcing the execution of everything that it advises within the spirit of the law. There ought to be a great deal of coercion in the powers accorded to the management, otherwise it will always go on weakening in public opinion, until it becomes, like the present one, completely inefficacious.

Surveillance ought to exist everywhere, and on the spot. This surveillance ought to be exercised by the Inspectors, conjointly with the local authorities, who ought to control the first, as they ought in their turn to be controlled by the Inspectors. The inspection of the schools by persons who are competent and independent of local influence, is necessary in all good school systems. The Inspectors ought to be less numerous, but better paid and rewarded, to admit of devoting all their time to the duties of their office.

One of the Inspectors ought to be appointed, in each judicial district, president of the board of examiners of such district. These presidents would form with the Superintendent a *Council of Instruction*, whose duties would be to pre-