

the variety of those books. The medly and the confusion which exist in this respect, cannot be imagined. The Board of Examiners appears incidentally to possess the power of approving and recommending these books. It is at least what might be inferred from the fifth paragraph of the 21st section, which treats of the powers of the commissioners; but the twelve paragraphs of the 50th section, which relate to the powers and attributes of the Board of Examiners, do not say a word on the subject! Besides, the Board of Quebec, relying on the 5th paragraph above cited, has approved of and recommended certain French and English books to be used in the schools. This approbation, this recommendation, have been without effect; and the School Commissioners authorized to regulate the course of study, have naturally supposed that they might also choose the school books. Hence the variety which exists even in schools of the same School Municipality. "The variety of text-books in the Schools," says Dr. Ryerson, "and the objectionable character of many of them, is a subject of serious and general complaints. Any interference on the part of the Government in a subject of this kind was formerly thought to be incompatible with individual right and liberty; but experience has taught the fallacy of this and many hundred theories, and efforts are now making to correct the evils which such speculations have produced."

5th CAUSE. *Absence of all real and effective control over the schools.*—This absence is one of the greatest vices of the existing laws. "If it be the master, who makes the School, says Dr. Ryerson, it is the Government that makes the system. What the Master is to the one, the Government must be to the other—the director, the animating spirit of it."

It is very true that the law, in order to secure a sort of surveillance over the schools has endeavoured to bring into action numerous agents, from the Chief Justice and other judges, the high dignitaries of the Church, and the priests, the members of the legislature, the magistrates, the mayors, and the officers of the militia, as high as captains, inclusively. But what result has this long list of visitors designated by the Legislature, produced? Who among them, with the exception, perhaps, of ministers of religion, has ever left his occupation to visit the schools in his neighborhood. At Quebec, where there are numbers of these visitors of every capacity and condition, not one of them has ever entered a school to visit it, according to law.

Latterly, School Inspectors have been appointed. These officers only possess the powers of the Superintendent, and nothing more. In what then, do the powers of the Superintendent consist? What control has he over the mode of teaching, over the capacity and the other qualifications of the teachers, over the course of study, in a word, over anything whatsoever connected with the system of primary instruction? None whatever. He is but a simple machine for receiving reports, receiving and distributing the moneys devoted to public education. Without any control over the acts of the Commissioners, whom the law has invested with an unlimited power which acknowledges nothing above it but the power of the legislature, the Superintendent and the School Inspectors, his deputies or representatives, have no power, and the Commissioners may, if they see fit, laugh at the Superintendent and his deputies. So much for the control which the Executive exercises by means of its officers over the schools and the persons appointed to see the law on public education carried out. More than £3000 a year is expended in paying the salaries of these officers; this amount is a pure loss, without producing any useful result to the cause of elementary education.

"As proper rules and a judicious course of instruction, prescribed for a School, would be of little use without a competent and diligent Master to execute the one and impart the other; (says Dr. Ryerson,) so the enactment of a Common School