

present state of the municipal system of Lower Canada it would be impossible to secure the efficient inspection of schools under such an arrangement. Moreover, it appears to me very doubtful in principle, whether, the officer, who should control the direction exercised by the commissioners and trustees over the schools, ought to be appointed and paid by and local authority, rather than by the department of public instruction.

What remains to be done, therefore, is, as I suggested in a former report, to reduce the excessive extent of the districts of inspection, and, as often as may be practicable, to appoint men to be inspectors who have been teachers. This measure would necessarily involve an increase of expense; but on this head, as on many others, we must be content to represent to the legislature and the government what we say every day to the rate-payers: that it is better to spend a little more and obtain a result, than to spend a smaller amount to no purpose. Moreover we might organize new districts, so as to render an effective inspection of all the schools twice in the year physically possible. This arrangement would not require more than six or seven additional inspectors, and a part of their salaries might be derived from a slight deduction from the salaries of those inspectors whose districts may have been diminished in a considerable degree, and the latter would be gainers by the change.

It would then become very easy to regulate the length of the visits, and the forms to be observed in making them; and in short, to prescribe to the inspectors a mode of proceeding from which they could not deviate. In other countries the inspector is bound to draw up a *procès-verbal* of his visit during its continuance. This is countersigned by the teacher and by those persons who represent the local authorities, and who are bound to attend. The government functionary can receive his salary only on the production of all the *procès-verbaux*.

It would be necessary, in this country, to compel school commissioners and their secretary-treasurers, by a penalty, to attend the inspectors in their visits. It may be seen by the reports of the latter, that they have the greatest difficulty in obtaining the attendance of commissioners and trustees, and even in finding them together, so as to procure from them the necessary explanations, and to convey to them the advice, which is needful to guide them in the performance of their duties.

Teachers ought, all other things being equal, to be preferred to all other candidates, and when the Normal schools shall have been longer in operation it would be just to provide that the office of Inspector shall be given to none but professors and teachers of a certain number of years' standing. This would be one of the most powerful means of procuring and retaining the services of young persons of merit as teachers, and of securing functionaries who will attend exclusively to their duties.

The distribution of the money granted to the universities, colleges, academies and model schools, becomes more difficult every year from the increased number of those institutions, especially of the model schools. It cannot be doubted that the establishment of those schools is one of the best means of promoting education, and above all, that it secures to the best qualified among the teachers more liberal salaries than they have hitherto enjoyed. It is nevertheless much to be desired that a special grant should be devoted to the support of those schools. The sum granted for their support, being taken, or rather appearing to be taken, from the fund for superior education is productive of a two-fold inconvenience. I say appears to be taken from the fund for superior education, because in reality, inasmuch as the income arising from the Jesuits' estates is not sufficient to constitute that fund, a larger sum is taken from the balance of the common school fund, than that which is paid for the support of the model schools. The two-fold inconvenience consists in this, that in the first place directors of colleges and academies are under the impression that the entire grant, called the grant for superior education, is intended for them; and in the second place, those who are opposed in principle to grants in favor of such institutions, do not consider that £2795 is paid to the best of the common schools of which they are the advocates and defenders.

The reasons which I have shewn in my former Report, as being opposed for the moment to any other classification of the institutions for superior education, still exist, and it is only gradually that we can attain that object. An increase of the grant would enable this department to do more towards it, but success is scarcely to be expected in the present state of things.

The universities and colleges maintain as we have seen, a tolerably prosperous position. As the number of these establishments does not increase, there is some hope that they may be able to maintain themselves with the subsidies which they now receive, although an increase would be desirable, to enable them to carry out the improvements relating to hygiene and physical education.

The debts contracted for buildings and other expenses incident to the installation of some of those institutions, more recently established, have induced an amount of embarrassment of which I would gladly relieve them, if the state of the superior education fund permitted me; but, as we have seen, in order that we may keep up the present annual grants, and distribute aids to new institutions established in counties where there were none, it is become necessary to discontinue any special grant of this kind. Moreover such grants had really become an abuse.

In this state of things, we learn the full value of the ancient endowments of the two venerable houses of education, the Seminaries of Quebec and Montreal, endowments which render them entirely independent of all Legislative subsidies, which indeed they have never shared. The recent large development of the former of these institutions, in the Laval University, I have already noticed in my former Reports; and in the "Lower Canada Journal of Education" will be found historical sketches of that, and of the University of McGill College.

The industrial colleges were founded, some, for the purpose of supplying certain requirements of our social condition, and combining with the boarding-school system a species of instruction approaching very nearly to that which constitutes superior education, wanting only the study of the dead languages; others were established with the more ambitious view of their hereafter becoming classical colleges, a part of their design which has been given up on account of the already large number of such institutions. These industrial colleges have however certain obstacles to contend with, arising from the absence of that particular in which they differ from the others, the teaching of Latin. Many catholic yeomen subject their children to a long course of study solely in the hope that they will embrace the clerical profession, and thus the institutions in question lose many pupils. Thus local influences tend to give a larger scope to the original plan of such schools, and to convert them into classical colleges. As to those which are more especially under ecclesiastical authority, a highly praiseworthy degree of prudence has been exerted to restrain them from the study of Latin and Greek.

Most of these institutions are in a rather precarious state. Great efforts were made by their founders to erect buildings which do honor to the districts in which they are situated. The aids granted them by the department scarcely go beyond the means of paying current expenses and the interest of the debts with which most of them are burthened. Certainly if the aid granted to them is not increased, so as to enable me to prescribe a more complete course of instruction in the physical and mathematical sciences, and to procure for them the apparatus necessary for such instruction, in a word to give them a character of reality thoroughly corresponding with the name they bear, a name assumed by some, and considered suitable for all of them, in order to distinguish them from the classical colleges, these intermediate institutions must languish and fail to fulfil the objects which appeared to be their destiny.

The academies for boys and mixed academies for boys and girls are very numerous, particularly in certain counties. They were already too numerous when the department was charged with the distribution of the grant. In these institutions a course of study is usually pursued which is suitable as a preparation for the classical colleges. Here the larger number, the unlimited competition, a result of the scantiness of the resources, of each, causes that to languish and dwindle, which might otherwise grow and prosper. It were greatly to be desired, that the influential men of every county, and the directors of academies themselves, would agree together to reduce the number of them. This would enable me to increase the allowance of each, while in the present state of things I shall be compelled to diminish it, until it becomes an insignificant trifle.

At the risk of repeating myself, I must again remark that this state of things cannot be attributed to this department, which was bound in the distribution of the grant to follow that mode of distribution which had been initiated by the legislature, with this great difference only, that the parliament in its omnipotence annually increased its largesses, whereas the department had to follow a course diametrically opposite. As I have explained in my last report, it would be very difficult, in the absence of very important reasons, entirely to suppress the grant originally made by the legislature to any one of these institutions. I can only in future put a stop to the opening of new institutions, in places already possessing several, by refusing the supplies. This rule could not be very strictly observed at first, on account of undertakings which had been commenced on the faith of the system then prevailing, and not unfrequently in reliance on promises of aid on the part of the men in