

not be trained teachers, or is there any one of you who is not prepared to congratulate us of Quebec that we have reached the stage of progress, whereby it has been arranged that all our teachers must undertake a period of professional training, even should this big city of Montreal have to annex Westmount in order to provide lodgings for the increase in the attendance at our Normal Schools, or some other of our ways of doing things be made more modern?

In keeping for the moment to the text that the teacher makes the school, I may refer to another phase of progress which, with the teacher trained and his respectability assured, may lead to the best results for us: I mean the question of supervision. The three elements of reform go hand in hand, if we would make the most of the teacher. With the teacher's position in society improved by an increase of salary, his professional status secured by a period of training, and his experience properly matured and accredited through the best system of supervision, we need have no hesitation in expecting the very best results under any school system whatever of a peradventure there may be about some of its other features. Up to the present the thin end of the wedge has only so far entered the surface plane of resistance, and yet our people are coming to see, through the results secured in our graded schools, that we must have in every part of our province less of what is called here inspection and more of what you on your side of the line call superintendency. At the last conference of our inspectors it was urged that instead of two inspectoral visits during the year, there should be, lieu of one of the visits, a conference held of the teachers of a municipality or a group of municipalities under the superintendency of the inspector of the district, for the

purpose of elucidating the regulations of the Department and laying down plans to secure uniformity and an improved pedagogy. Some of our people have spoken of school inspection as a failure. But inspection has been no failure. Increase the number of inspectors, competent inspectors, and intensify their functions of supervision, is what I say in the light of what you have done in the United States and of what Great Britain is at last doing, and there will soon be evidence enough given to us that the Quebec school system has in it the elements of reaching out towards the highest results.

In enunciating the above reforms, I therefore feel safe in saying that with these three fundamental progress lines fairly laid down, we are hoping for better things for our elementary schools. If they had been neglected, they have been neglected while other phases of our school system have been developing. In connection with what are called our superior schools, that have been brought in line with our university work, there has been progress in many ways. Few of our communities—villages and towns—now feel satisfied with themselves until the school environment within and without, is in a fair way of being improved. With the excellent object lesson ever before them in the equipment and organization of the large and comfortable erections of Montreal and its suburbs, there has been created an ambition in the minds of the people to have the best that is going for their children. If the central authorities are sometimes afraid of being embarrassed by suggestions that might lead to improvement, if the cry of the economy man is still heard within our borders, and the prayer of the utilitarian who heaps up the obliquities and indispositions of mankind against the school door, is still as ominous of nothing as ever;