

reports within the time prescribed, ought to have the power to act without tardiness or hesitation, and without waiting for denunciations which produce nothing but local hatred, systematic and passionate opposition.

3. Because the law, at first declared *permanent*, has been altered in its very essence by subsequent amendments; this indicated a weakness; encouraged ill will, and goaded on to despair the staunch men who had made sacrifices to procure its adoption.

4. Because the law does not contain any clause to put down *extinguishers*, men for the most part covetous and, especially, greedy of popularity, who deceive the people by flattering their prejudices, in order to rise upon the ruin of good men.

5. Because there is a complication of machinery in the execution of such a law; too many commissioners, too many officers, too many elections, and by that means too large a field open for cabal, for local divisions, for the prejudices of ignorance, for the fears of avarice, for corruption, for the convictions of seekers of popularity; too much mechanism in the communications with the Superintendent; the inability of that officer to give legal and definitive decisions on the interpretation of the law, and hence embarrassment, litigation, law suits, &c., calculated to discourage the Commissioners, and ruin every thing.

6. Because the system of instruction is defective. People want similar schools everywhere. A plan of instruction is filled up, which is forced upon the country parts, as well as on the town, and placed in the remotest corners of the parishes, as well as in the villages, without distinction as to rank, age, sex, fortune, or social destination.

Human society ought to be imbued with the same spirit, as regards its origin and its supernatural end, but not as to the different attributes of the elements which constitute it on the earth. There is then a proportionate number of persons susceptible of less extended instruction, and the remainder, destined to occupy the last step, will have an education which will not exceed reading, writing, and the first elements of arithmetic. A system based on the natural wants of society will succeed, and none other.

*Messire Ed. Crevier*.—The Circular of the Committee of the House, on elementary education, dated the 30th March, was only handed me this morning.

I hasten to answer it, to satisfy the desire of the Committee. I will then say with candor—1. That I do not think that elementary education progresses with much success in Lower Canada.

1. Because the teachers generally are not sufficiently instructed; they have not been taught to conduct their school methodically; they are generally abandoned to themselves, nearly without surveillance, without good regulations, &c. &c.

1. Because the present school law allows the ignorant, the apathetic, the egotist, and men often who endeavour to do nothing more than to flatter popular passion, to have the direction of elementary education. They are often persons who are in no wise qualified to discharge the important duty which the law confides to them.

*Messire Provencal*.—There are 14 schools in operation in St. Césaire; 4 in Ange Gardien. They are, in my opinion, far too numerous, being generally so thinly attended. There is but one male teacher. The female teachers in these two school-districts, with the exception of three or four, are little girls, whose education is very imperfect. In consequence, their salary is very limited. It varies from £16 to £30. You may well judge of what education can be when confided to such hands. I desired, and asked for a Model School, without being able to obtain it; our Commissioners being for the most part without education, cannot work efficaciously towards propagating it. Besides I see much indifference and apa-