

“the imagination of young persons, gives rise in their minds to a crowd of false ideas, and prepares them badly for the world in which they ought to live, or for the different careers they may embrace; it enlivens the activity of their minds without regulating it, thus giving them up, almost without resistance, to sophisms of all kinds against which it ought to have fortified them. Distributed with too great profusion and too little discernment, it inspires the young men of the inferior classes with a contempt for their equals and a disgust for their position, by placing them in a species of false superiority which does not permit them to be content with a laborious and obscure existence, and yet does not afford them that real and lasting superiority, which few men have received from nature, and which no education will cause them to acquire. It thus peoples society with useless members, who bring into it a spirit of insubordination, a desire for change and an anxious and vague ambition which cannot be satisfied by a situation which is always uncertain and which is in a continual state of excitement in endeavoring to acquire either ease or authority.”

“*Education*, in general, is not less important than *instruction*, and perhaps the government ought, in this respect, to exercise a more direct action and a more exact surveillance.”

“The time has come,” says Mr. Roselly de Lorgues, “the time has at last come when elementary instruction must be proclaimed *a debt due by the State*—every citizen can claim his part of the payment, by contributing himself, according to his means. Like the protection of the law, it is due to all. As every man can communicate his ideas by words, it is necessary that he should be enabled to do so by letters; it is his distinctive privilege above all the beings of the creation.”

“In the organisation of a government which rests upon the *elective power*, *instruction* is due to all, because all have rights to exercise, or duties to accomplish; primary teaching is neither a gift nor an act of liberality, but a sacred **DEBT**, due by the STATE. This principle being established, it follows, that in order to see throughout the whole Kingdom a national, identical, classical and professional education, it is not by means of the parsimonious votes of Municipal Councils that the seed is to be sown, but this annual debt must be paid by a *sufficient and unchangeable budget* voted by the Legislature.”

In my answer to the second question, I have sufficiently pointed out what primary instruction ought to be, to render it efficacious and useful, nevertheless I will take the liberty of making to the Committee the following suggestions, extracted from the prospectus of a law on primary instruction, which I prepared nearly two years ago. From 1836 up to the present day, as secretary to the Society of Education of the District of Quebec, and also as a Commissioner of the Catholic Schools of the City of Québec, and as a member of the Board of Examiners, I have taken an active part in the administration of the schools, and I have specially considered the means to be adopted to endow the country with a good system of primary instruction. These are my suggestions:—

1. A Minister or Commissioner of public instruction. His duties and attributes would be among others; 1. To regulate the mode of teaching and the books to be used; except religious and moral books, which would be chosen by the ecclesiastical authorities of each religious denomination. 2. To make all the necessary regulations for the government, administration and discipline of the schools. 3. To make up and send to the district superintendents, hereafter mentioned, all the instructions necessary to the working of the law, and the better organisation of the department of public instruction. 4. To hear and decide on all complaints brought against the district superintendents, and to make a report thereof to the Governor. 5. To make up, every year, a complete and circumstantial report on public instruction, embracing its progress, the different branches of study, the num-