

there were two school municipalities, and when the children from the township school come to enter the village one they were put to the expense of purchasing new series besides being compelled to begin at the bottom of a new system.

A very interesting paper on "County Academies and Model Schools" was read by Mr. Elliott of the High School of Montreal. Mr. Elliott pointed out that these county schools must be in a very large measure depended upon to prepare teachers for the elementary schools, and out of 1,100 teachers in the Province that only 270 were pupils of McGill Normal School. The main source from which teachers were derived must then be the county academies and model schools and he pleaded that by better assisting this class of schools the government would be benefiting the whole educational system. He charged the Protestant Committee of the council of public instruction with neglecting true elementary education for the so-called higher education as shown by the fact that while they devoted \$9,150 of the public money to the education of the wealthy man's sons, they could only find \$6.225 to distribute over the whole Province among academies and model schools. The paper showed that it was the duty of a government to educate the masses of the people, and Mr. Elliott remarked that a great mistake was made by the government in offering such inducements for the young to engage in higher education, and urged that this was actually forced upon them. This, he said, was already resulting disastrously to this country, which being young must depend for a large measure on its agricultural pursuits, young men being induced to leave their farms to engage in the professions.

Sir William Dawson, in opening the discussion on these two interesting papers, said the Protestant Committee were expected to do their work for nothing, and also to please everybody. It must also be remembered that they were obliged to administer a system which was in operation before their time, and for which they were not responsible, and which required a great deal of caution in making any great revolution. With regard to the composition of the committee, he said that five or six of its members were considered as representing the country districts, besides Mr. Rexford, who certainly knew as much as any man about the needs of country schools, and who was always at hand to give them his valuable advice. With reference to the point urged by Mr. Butler, that only one series of text-books be used, he said that the city and country schools had somewhat different requirements as regarded text-books, and the Protestant Committee

did not like to make a cast-iron rule in the matter. He next alluded to the complaint against the board of examiners sitting too short a time to give the candidates for diplomas proper time to show their knowledge, and said it must be remembered that they were unpaid boards, and the only way perhaps would be either to pay these boards or to have the examinations conducted by a central board. In regard to the Normal Schools, he said that measures were now being taken to aid teachers in attending these schools, and they had also arranged that the professors should give one month of their time to training in the art of teaching the teachers in the country schools. He urged that it would be a great improvement to have the higher schools and academies distributed more evenly over the country. He said there had been a good deal of misapprehension about McGill University. The University was supported by money given by citizens of Montreal. For instance, a young man coming from the country to attend the Faculty of Arts paid \$20 a year, and the university spent \$100 a year in educating him; besides this many young men who could not afford to pay got their education practically for nothing; in fact more than one-half the students of the Faculty of Arts at present were getting their education practically free. It was in reality the rich people of the city who were paying for the education of young men from all parts of the Province, and in this way doing a work for the benefit of the whole country. There were at present forty students from the city of Montreal out of the 400 or 500 in attendance. Again, the education of the university was certainly most practical, fitting the young men to become clergymen, doctors, lawyers, civil engineers, surveyors and mineralogists. They were blamed for not starting schools for technical instruction everywhere. There were already some in operation in different parts of the Province, and was the fault of the people themselves that there were not more. When in England he found that it was recognized that it was the part of the people to establish and support such schools in their own districts, the government assisting them by grants of models, apparatus, prizes to successful students and grants to their teachers. He commended this whole question of technical education to their careful consideration, and concluded by saying that the Protestant Committee did not set themselves up in their own views, but were most anxious to learn and most anxious to meet the growing wants of the country, and would be happy at all times to follow the suggestions that were made to them for the advancement of the cause of education. They could not very well expect them, when