

tant: but these two committees only had power to consider and discuss matters within the very limited range of their functions. All independent action still remained with the united Council; and an examination of the minutes of the Council for this period will show that the Protestant Committee failed to accomplish much under this Act of 1869. Under this same Act the Protestants of Montreal and Quebec received powers which enabled them to lay the foundations of their admirable system of schools, and in 1871 the Protestants received an increase of \$5,000 to the yearly revenue for their superior schools.

It was not until the Protestant Committee met in 1876, however, under an Act passed the previous year, which gave (1) a wider scope to their functions, and (2) the power of independent action to each committee of the Council in reference to matters under their respective control, that the real history of Protestant education began.

It was then for the first time that a body of Protestants, as such, were given the power of independent action in reference to matters which specially concern the schools and public instruction generally of Protestants. It may be interesting to recall the names of those who were members of the re-organized Committee. They were as follows:—The Right Rev. James Williams, Lord Bishop of Quebec; The Hon. Chas. Dewey Day; The Hon. Chris. Dunkin; The Rev. John Cook; The Hon. Geo. Irvine; The Ven. Archdeacon Leach; The Hon. James Ferrier; J. W. Dawson, Esq.

This Committee proceeded, at their first meeting, to associate with themselves, under the provisions of the law, the following gentlemen as associate members:—The Hon. Judge Sanborn; R. W. Heneker, Esq.; Hon. W. W. Lynch; Dr. Cameron. The fifth member, Henry Fry, Esq., was chosen at a subsequent meeting.

As part of the Council of Public Instruction, the Protestant Committee had, under former Acts, the power (1) to make regulations for the guidance of normal schools and boards of examiners, for the organization, government and discipline of schools and the classification of schools and teachers, and (2) to select the text-books for the use of schools.

By the Act of December, 1875, which came into force in February, 1876, the powers of the Protestant Committee were increased in two respects. First, they could exercise all the old powers and functions of the Council in reference to the Protestant schools as an independent body; and, secondly, the follow-