

"High Schools and Academies (Prot.) receiving aid from the funds for promoting superior education, will, in future, be required to satisfy the inspector that such instruction is being given as will enable pupils, who may so desire, to matriculate at a university; and that Ladies' schools will be aided when the teaching is such as to qualify for an Academy diploma." The recent action of the Committee is simply an attempt to carry this resolution out in practice, to turn it from a theory into a fact. That the present state of the work in the Academies is unsatisfactory from this point of view, both of the Inspectors insist in their last reports, and to remedy this state of things the Protestant Committee have taken one step and are preparing to take another. By the Regulations, adopted in May of this year, Academy Diplomas are divided into three classes, in the two first of which Latin and Greek are compulsory; and it is further enacted that, "In the distribution of the Superior Education Fund, only those Academies in which a first or second class Academy teacher has been engaged, shall be considered to be entitled to the first and second grade of subvention from the Superior Education Fund." And then we come to Dr. Matthews' proposed Regulations for the distribution of the Superior Education Fund, submitted to the Committee Meeting of the 26th September. In these, Latin, Greek and Mathematics are driven home by the threat of Payment by Results, the object being plainly stated as "the expending of the 'Superior Education Fund' on Superior Education."

My hearers will clearly understand the mind of the Protestant Committee from the details that I have given them. First of all they identify Superior Education with a certain modicum of Greek, Latin and Mathematics. Secondly, they intend to convert the country Academies into machines for imparting this knowledge, to utilize them, in short, as feeders for our universities. In order that they may furnish a supply of graduates for the Arts courses of McGill and Lennoxville, our Academies will be forced to spend their energies upon imparting branches of knowledge which are distasteful and useless to the great majority of their pupils. In what follows, I shall first of all discuss whether the course adopted by the Educational Council is likely to be beneficial to the Academies and the people for whose in-