

Let us discuss these questions in order:—

1. The General Council is composed of the batonnier and a delegate from each of the sections of Montreal, Quebec, Three Rivers and St. Francis, and of the batonnier of Arthabaska and Bedford, and of each of the sections which may hereafter be established. To this representative body is added the Secretary-Treasurer of the General Council—who is elected by the Council. Thus the present body consists of eleven members, the majority of whom form a quorum, and the president—who is batonnier of the Province—has a casting vote in addition to his ordinary vote. Now, if it be borne in mind that the Protestant population of the Province is as one to six, as compared with the Roman Catholic population, it cannot be considered an unlikely conclusion that the majority of the General Council will always be Roman Catholic, and the Council may be entirely composed of Roman Catholic members. The present Council consists of seven Roman Catholics and four Protestants, the representative batonnier from Sherbrooke being a Protestant. A Roman Catholic has more than once filled this office in Sherbrooke, and a Roman Catholic will undoubtedly be again elected, for I believe, in our happy community, but very little, if any, race or religious jealousy exists amongst the members of the legal profession.

1. But it is well known that the Roman Catholic and Protestant theories of education in this province differ widely, and have so differed for many years before, as well as since, Confederation. It is only necessary, in proof of this assertion, to point to the two committees of the Council of Public Instruction entrusted with the oversight of public education in this province. Applying this recognized fact to the case in point, of the powers given to the General Council of the Bar to prescribe a programme of study, and it will be seen that this programme may be, and most likely will be, based on the Roman Catholic theory of education alone.

A mere enumeration of subjects taught in the schools and colleges might lead a superficial observer to believe that the same system is in force in the schools of each class of the population, but the practical educationist knows that, even in the study of Latin, Greek and mathematics, different systems and different text-books prevail, and that in history, philosophy and some other subjects, fundamental differences exist.