

After the Conquest a stream of British immigration poured into Canada, mostly into Upper Canada and the Cities on the St. Lawrence (Montreal and Quebec). The Eastern Townships also began to be settled after the American War of Independence, the first immigrants into that part of the Country, then an untrodden forest, coming from New England, mostly of Puritan stock. Notwithstanding this influx a marked distinction arose between French Canada and Upper Canada, settled mainly by English people; and this distinction has been ever since maintained, Upper Canada being classed directly as English Canada, and Lower Canada as the French Province. Each had and has a mixture of other nationalities differing from the main body in religion and language.

Coming now to the question of Education, it will be found that during the early period grants were made by successive Governments, from a desire no doubt to stimulate Education generally, not to aid schools of a majority or minority, but rather to aid schools established in different localities, notably in the Cities of Quebec, Montreal and Three Rivers, both French and English.

At length in 1841, when the two Provinces of Upper and Lower Canada became united, and consolidated as the Province of Canada, an Education Act was passed, for Lower Canada, defining the position of the two classes of the population, the one to the other, in the matter of Education, and guarding, to some extent, the conscientious scruples of religious minorities.

The Common School Act, which was then passed, recognized these two main divisions of the population, which were often found mixed in the settlements; in some cases a Roman Catholic minority living amongst a Protestant population, and vice versa. Hence arose the demand for "Dissentient" Schools—or schools of a minority in religious faith, claiming to

have their own schools carried on by themselves, under the administration of Trustees selected by themselves, Roman Catholic or Protestant, as the case might be. It was a public and legislative recognition of the right of conscience in the matter of the Education of the people.

Dr. Heneker then referred to the provisions made later under the Act of 1860, with regard to Superior Education.

The term Superior Education covered a wide class of schools, from the Universities down to Model Schools; the latter being simply the stepping stone between the Elementary Schools and the lowest grade of the Academies or Grammar Schools; which again would be better defined under the heading of Secondary Education. The Normal Schools for the training of Teachers are also included under Superior Schools.

The administration of Superior Education, under the Act of 1860 with amendments thereof, was confided to a Council of Public Instruction, appointed by the Lieutenant-Governor in Council, consisting of not more than fifteen and not less than eleven members, the Superintendent of Education being *ex-officio* one of such members. All educational grants for Superior Education were recommended by this body, but required the approval of the Governor in Council.

To understand the true position of affairs, Dr. Heneker urged that it must never be forgotten that within the consolidated Province of Canada the majority in Upper Canada was Protestant, and in Lower Canada Roman Catholic. The representatives in the Legislature from Upper Canada were therefore mostly Protestant, and from Lower Canada mostly Roman Catholic, and the Cabinet was formed in part from each Province, with the like religious representation. The Governor, appointed by the Crown from England, was of course neutral, looking only to the general interests and not partisan in any way.