

ing additional rights and privileges were accorded to them:— (1) To them was entrusted the selection of all educational officers appointed by the Government, such as school inspectors, professors of normal schools, the members of boards of examiners, and, apparently, a secretary of the Department. Next after the power of independent action, this is, perhaps, the most important function of the Protestant Committee— first, because it removes these educational appointments from the arena of practical politics, and (2) because, by placing the choice of these officers for Protestant institutions in the hands of the Protestant Committee, an important guarantee has been given that these appointments will be made in a manner acceptable to the Protestant minority. And although it is not stated in the law that one of the two secretaries of the Department of Public Instruction shall be a Protestant, this is practically secured by the method of appointment.

The second new privilege accorded the Protestant Committee, though hardly inferior to the preceding one, has never been called into active exercise except in an indirect way. The Committee is authorized to receive, by donation, legacy or otherwise, money or other property for the purposes of education; and for this purpose the Committee has all the powers of a body politic or corporate.

The Government has placed at the credit of the Committee, for the purposes of education, different sums, from time to time, amounting in all to about \$90,000, but, apart from this, the Committee has never been called upon to exercise this particular function; and I hope to be able to show, before I have finished, that the present state of our educational system demands that this particular function of the Protestant Committee shall be brought into active exercise without delay.

Let us now briefly review the use which the Protestant Committee has made of these new powers and privileges.

Their first meeting was held in April, 1876, and before the end of December came round eight meetings of the Committee had been held, and almost every part of the educational work of the Province had been called up for review by the Committee. These were the good old times of our short educational history: no written examinations for teachers or pupils; no special inspection of superior schools (indeed, there seems to be some question as to the existence of superior schools in the county districts at that time); no list of text-books; no course of study; no regulations for the guidance of inspectors, teachers, parents or pupils; no special statistics of Protestant schools as