

the law, with our educational work, in order to secure united effort in overcoming the great difficulties with which we as educationists have to contend.

It has been my aim, in the discharge of my official duties, to work as far as possible in harmony with the views of the teaching staff of the Province, and to give every possible consideration to the opinions of the teachers upon the practical educational questions that come up for consideration; and I have reason to believe that my efforts in this direction have not entirely failed.

Our educational work needs the united efforts of all interested in education. There are problems waiting for solution that will tax to the utmost our combined energies and wisdom. Faults and defects are visible at every turn, some of them affecting the vital interests of the rising generation of this Province, and others of a less serious character, yet requiring immediate attention. There is important work to be done, ample to employ the energies of each and all of us. May we be preserved from wasting our energies in senseless opposition to one another, while we are permitted to work together. Many who are here have been working faithfully for the past ten or fifteen years (some for twice and thrice that period) for the improvement of our educational system—to secure more effective teaching for our boys and girls; and yet we cannot now examine the present state of our educational work without being deeply impressed, if not depressed, with the thought of the vast difference between what is and what ought to be.

In this connection, however, a brief review of our educational past may not be without its advantages; for, in order to form a correct estimate of the present, it must be compared, not only with a possible future, but also with the actual past.

It must be remembered that the system of Protestant education in this Province is of comparatively recent date.

It is true that institutions of Royal foundation, and the Royal Institution for the Advancement of Learning, and many private enterprises, were established in the interests of the Protestants of the Province in the early part of this century.

It is true that elementary schools, superior schools and normal schools, subsidized by the Government, were available for Protestants from the middle of this century, and that for the past thirty years Protestants have had a seat at the Council of Public Instruction.

It is true that, in 1869, the Council of Public Instruction was organized in two committees—Roman Catholic and Protes-