

The year 1886 is marked by the appointment of an inspector for superior schools, by the adoption of the new regulations for boards of examiners, and by the arrangements for the simultaneous examination of the superior schools.

In 1888 our school law was amended and codified, and our school regulations were revised and extended, and published in a convenient form for reference; and thus a knowledge of our school system in all its details was rendered accessible to all who require or desire to make themselves acquainted with it.

I cannot here, for obvious reasons, stay to draw attention to the various amendments introduced into our school law at this time, nor to the great amount of time and thought given by the members of the Protestant Committee to this subject of legislation upon educational matters. The changes introduced into our school law at this time were very numerous, and, although they did not touch the fundamental principles of our school system, they tended to make the system much more satisfactory to all who have to do with it, by reducing the friction in its working caused by little defects, or defects in minor points, whose power of annoyance seemed to be in inverse ratio to their importance. All the changes made cannot, however, be classed as of minor importance; and, in proof of this, I have only to mention the establishment of a Central Board of Examiners with the exclusive right, apart from our Normal School, of granting diplomas valid for Protestant schools, (2) the incorporation of this Association, and (3) the right granted to this Association of electing a representative on the Protestant Committee. In fact, since the Act of 1875, which laid the basis of a system of Protestant education in this Province, there has been no period so fruitful with legislation and official action beneficial to our Protestant educational work as the past three years of our educational history.

We feel so keenly the defects of our present system and the injustice arising from unwise local administration of it, which are the necessary conditions of all human systems; and public attention has been so systematically directed of late to alleged defective and objectionable legislation in connection with education, that we are in danger of ignoring the important advantages which we enjoy under our present educational system. There are, indeed, three important defects inherent in the nature of the system itself which cannot be removed so long as the present system is continued, but which must be recognized and neutralized as far as possible by wise administration.

*In the first place, the system is an expensive one.* In order to