

people were a unit on these questions, and they were at length beginning to listen to what the Opposition had to say. Mr. Whitney's words on this question were as follows :

"The Public School system should be remodelled. The number of examinations and the expenses of them should be lessened. The curriculum, a scheme of studies, should be so arranged that the ninety-five per cent. of the children in the province who go no further than the Public School shall there receive the best possible education suited to their needs, and having regard especially to the fact that their education begins and ends in the Public School.

"A consultive council or body should be created, comprising representatives of the teachers of the Public, Separate and High Schools, and of the professors in the Colleges and Universities. This body should give the Minister of Education their advice and assistance with regard to the many questions of administration and detail which come within the purview of the Department of Education, but the Minister should be at liberty to act upon or reject such advice, and thus his responsibility as a Minister of the Crown would not be interfered with.

"Greater care should be taken to prevent frequent changes in text books and to enable pupils to obtain them at the lowest possible price. The people approve of these suggestions, and all classes and shades of thought are dissatisfied with the present system and working of it. The changes above outlined we believe to be the first duty of the Government with respect to the educational question. The High Schools should no longer be practically given over to the instruction of pupils for the teaching professions.

UNIVERSITY EDUCATION.

"With a true foundation thus laid, and the interests of those who can not hope to go further than the Public School in the acquirement of education, and whose interests should be our first care, duly safeguarded, we then come to the question of University education. Those who are watching the signs of the times must believe that we are approaching a period of great changes in educational methods. Just what form or shape these changes will take we cannot yet see, but the true lover of the educational interests of the province will not be afraid to take steps to be ready for changes that may come, nor be astute in discovering obstacles in the way of preparation. We must take a forward position on the university question or else consent to be left hopelessly in the rear with disastrous results, one of which will inevitably be that our young men will go elsewhere for higher education.

"It is too late now to discuss academically the question of the advisability of a State or Provincial University. It is a condition, not a theory, with which we have to deal. The Provincial University, which is at once a provincial asset, so to speak, and a public trust, has been dragging along for many years, doing noble work, considering the means at its disposal. Several other colleges have come in under the federation scheme, and the University has struggled on manfully under great difficulties. Year after year those connected with it and best able to judge of its requirements, have pressed upon the Provincial Government its urgent needs, but practically a deaf ear has been turned to all their appeals.

"The situation has at last become acute, and indeed intolerable. We must either support or abandon the