

do not take the trouble to form a proper conception of the far-reaching effects of such an education. Again, it is asserted that students, on completing their education, go elsewhere, and the province loses the services of those whom she has educated at considerable expense. Now it should be a source of pride that when New Brunswick does send her sons and daughters abroad she sends them fully equipped to take honorable and responsible positions—men and women who are of Anglo-Saxon lineage, and who will assert themselves in the struggle of Anglo-Saxon development, no matter in what portion of the world their lot may be cast. The province has a right to expect that the sons she has educated to the best of her ability will remain here and assist to build up her institutions. They have done so, where an incentive to remain was furnished. Take away from the professions to-day the product of the culture and training of the New Brunswick University, and there would be a blank that would lower us in the scale of nations to such an extent that no one would venture to estimate the loss in dollars and cents.

Hence nothing should be done to cripple the University or its resources, and no change should be made in its course without careful consideration and the calling in of expert opinion.

#### Education in New Brunswick.

The report of the Chief Superintendent of New Brunswick, is a document covering nearly 250 pages and dealing with almost every phase of education in the province. The following points in addition to those published in the March REVIEW will be found instructive: The percentage of the total population enrolled in schools is 20.08 and the average attendance is over 60 per cent. The low average at many of the country schools shows the need of measures to enforce attendance as well as to unite thinly populated districts in central schools. During the first term of 1897, out of a total number of schools in operation of 1737 there were 230 in which the average attendance at each was less than ten pupils—a clear waste of energy and money. That this evil is on the increase is shown in the tendency to subdivide districts still further. The superintendent would have a vigorous effort made to resist a policy that is so weakening in its effects, and cites examples to favor centralization. Inspectors Carter and Meagher favor this, the former giving a practical illustration from many others that might be adduced where it could be put into force with efficiency and economy.

In the matter of secondary education, Dr. Inch points out that the high school system is different from that existing in the other provinces. The so-called grammar schools, provided for in the early history of the province, were grafted on the new school law without change, and although modifications have been made, many of the grammar schools fail to discharge the functions of a high school. "By recent regulations an attempt has been

made to differentiate more clearly the special work of the high school from that of the common school. A superior school must be a graded school, and must have at least ten pupils above grade 7. A grammar school must be a graded school, and must have at least ten pupils above grade 8." In addition to which candidates for grammar school must now pass an entrance examination before admission, the first having been held in June last. The total number of pupils receiving high school instruction last year was: in grammar schools, 687; in superior schools, 541; total, 1,228.

The superintendent, referring to the duties of inspectors, shows that it is impossible for six inspectors to accomplish the work before them, of visiting and examining 1,737 schools, or, on an average, 289 schools for each.

"If, instead of attempting to visit and examine three or four schools a day, travelling in the meantime a distance of from ten to twenty miles, the inspectors were able to spend at least half a day in each school, they would then be able to correct errors and abuses, to awaken emulation in teachers and pupils, to interview and interest trustees in regard to their duties; to hold, when expedient, evening meetings of the rate-payers, and thus to stimulate activity and leave a permanent impress for good on the whole community."

This will occur to the reader as an excellent suggestion. It is difficult to estimate the importance of a thorough and careful inspection of schools, and it is a matter of surprise that the inspectors are able to do such efficient work in the time at their disposal, especially in thinly populated districts—and this is another argument in favor of centralization.

The superintendent in all his reports and addresses never fails to touch that vital point which must be the key to success in any educational system—the character and qualification of the teacher—and these thoughtful words of his should stimulate teachers everywhere:

We have by no means reached the standard of preparation and efficiency in the teaching staff of our schools that is desirable and possible to attain. Everything depends upon the character and qualifications of the teacher; and, therefore, no effort should be spared to encourage self-culture on the part of those now in the profession, and to make the conditions of entrance to the profession, and especially to the higher classes, sufficiently exacting to warrant confidence that those who fairly meet them shall be in every way worthy of the distinctions they may gain. So far as scholarship is concerned, I do not think it desirable or necessary to add to the number of subjects of the syllabus for examinations, but rather to require a more accurate and thorough knowledge of the subjects now prescribed. With this purpose in view, I would suggest that the minimum pass mark in the closing examinations be raised at least ten per cent.

But much more is necessary than the mere ability to pass examination on any prescribed syllabus of studies. Written examinations, however skilfully conducted, are inadequate to determine many of the most important qualifications of the successful teacher. Moral and spiritual characteristics, which all will admit to be of supreme importance, cannot be measured by official tests. But given an irreproachable character and