

NEW BRUNSWICK.

THE school system of New Brunswick is similar to that of Ontario in its general provisions. It is well organized and generally efficient. Some of the questions which have given a good deal of trouble in other Provinces have been happily arranged here. The school books, for instance, do not rouse the vigorous competition among publishers that is so well known in the West. So far as I have had opportunity to look into them, the books in use are well adapted to the requirements of the schools, and there is no mention made of any desire for change. How the question was settled, when or for how long I cannot tell, but the battle of the books is fought here for the present at any rate.

The question of Separate Schools has also been taken out of the region of controversy. In this city, for example, the Board of Public School Trustees control all the schools without distinction. All are alike under the supervision of the Secretary of the Board, who is also Inspector or Superintendent. The settlement of this question forms an interesting episode in the history of the educational matters in the city. Formerly, denominational schools existed in connection with the Roman Catholic Church, but in the effort to adjust the relations of these schools to those of the Public Schools, the Board proposed that they would lease the buildings in which the Separate Schools were taught from the ecclesiastical authorities whose property they were, taking the management of the schools into their own hands, requiring the same qualifications in the teachers and the same work to be done in the schools, making them, in fact, part of

the school system of the city. This offer was accepted, and the arrangement has been carried out faithfully and, apparently, to the satisfaction of all concerned. The buildings thus held by the Board for school purposes are under their control from nine until four, or during whatever may be determined upon as the duration of school hours for the city schools. During these hours the schools are opened, conducted and closed according to the regulations of the Board, reading the Scriptures and prayer forming a part of the opening and closing exercises. The teachers are, of course, such as are recommended to the Board as teachers for these schools; but they have to pass the same examinations, teach on the same certificates, and in every respect conform to the regulations.

In the cities the schools are well conducted, the teachers are well qualified and energetic, and the buildings—many of them—are very handsome and well equipped. The Victoria in this city, for instance, for girls, having accommodation for 800 or 900 pupils, is a beautiful and imposing structure. In the rural districts, owing to the ruggedness of the country, in many places the sections are not laid out with the rectangular symmetry of those of Ontario and Manitoba; and many of the schools have to contend with the disadvantages of a sparse population and a limited provision. In some parts these unfavourable conditions are likely to continue, but in others there will be great improvement as the healthfulness and fertility of the Province become better known and the land is more completely occupied. The free school system is in operation; but there is no provision