

Summer Schools.

The two summer schools that have been in existence in these provinces for years have proved very effective organizations for helping schools. Many teachers have taken advantage of the instruction,—the drill exercises, the natural history field work and the advantages for social intercourse which these vacation courses have afforded. Above all is the inspiration which has come into the lives and work of hundreds of teachers who have been brought in contact with each other under exceptionally pleasant circumstances and with instructors animated with the single aim of helping forward their fellow teachers.

The Rural Science School which meets yearly at Truro was established by the Nova Scotia Government with a view of providing teachers with an opportunity to improve their knowledge of natural science (especially nature-study and agriculture), physical training, physics and manual training. Those who satisfactorily complete the course obtain the Rural Science Diploma, which entitles them to an extra provincial grant, payment of travelling expenses to and from the school, and two weeks extra holidays for attendance during any year. The instructors are drawn from the Normal and Agricultural colleges with usually a specialist for biology and nature-study.

The Summer School of Science is a more independent organization which enjoys the distinction of paying its own way. During its quarter century of existence it has met in nearly every centre of the Maritime Provinces. This has extended the horizon and enlarged the social intercourse of very many teachers. Among its faculty of instructors have been some of our most earnest and successful teachers. The school has shown extraordinary vitality and resourcefulness of management. Hundreds of dollars in scholarships are now given to successful students. Cities and towns have competed for the honour and advantage of having the school in their midst. Yarmouth, the place of meeting for 1912, will give a bonus of about \$1000 for this privilege, and probably not fewer than 500 or 600 teachers will attend.

The present is the time to decide about attending one or other of these schools and then to devote the leisure moments of the intervening months to preparation. The one gives a longer and more advanced course with no fees for instruction and travelling expenses paid. The other has a more flexible course with the chance of winning a scholarship to help meet expenses.

Continuing Schools.

One of the most pressing of our educational needs is a system of Continuing Schools, where children who either from necessity or choice have left school at fourteen years of age or even earlier may better qualify themselves for useful vocations and a higher class of citizenship. A just cause of complaint against our present system of education is that it makes no provision for such schools. The boys or girls who are compelled to leave school at ten, twelve or fourteen years of age with scarcely the rudiments of an education, soon lose what little they have learned and may lose altogether the taste and ability to study, so that at eighteen or twenty they are too old for school, and their earning power has in most cases increased but little. Is it not as wise for a country to look after the education of its youth from fourteen to eighteen as well as from six to fourteen years of age? It may be said that it does that now; but it is only for the fortunate few who are able to continue at school up to eighteen or longer. For the far greater number who have to leave school before that age the state does absolutely nothing in nearly all the provinces of Canada.

The necessity for Continuing Schools was very forcibly put before a public educational meeting at Hampton, N. B., a few evenings ago by Principal F. H. Sexton, the efficient head of the Halifax Technical College. The meeting was held under the auspices of the Kings County Teachers' Institute, and an excellent report of the leading points made by the speaker has since appeared in the daily press, and we hope has been thoughtfully read by the people of New Brunswick. Principal Sexton has been closely connected with the work of technical education all his life. He has had the opportunity during the past season of visiting the principal centres of Europe in company with the Royal Commission on Technical Education which has been investigating industrial and educational conditions at home and abroad for the past year. His clear statements as to what technical education and continuing schools are doing for the intelligence of Germany and for the increase of her commerce and manufactures awakened scarcely less the thoughtful attention of his audience than did his references to the educational advances already made in the mining and other industrial centres of Nova Scotia.

Wisconsin and Minnesota have discarded the system of teachers' institutes, substituting Summer Schools of six weeks.—*N. Y. School Bulletin.*