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NOVA SCOTIA'S GOOD EXAMPLE.

Evidently the members of the Government of Nova Scotia, like the thorough-going people they represent, are impressed with the importance of industrial education. The report of the Education Department of that province for 1908 contains a pamphlet which manifests how earnestly the matter has been taken up. Its illustrations show a government coal mining school at Glace Bay in Cape Breton; evening classes in drawing, etc., at Sydney and New Glasgow; and in Halifax, surveying, architectural drawing, etc. The Nova Scotia technical college, newly founded, has four-year courses in mining, mechanical, electrical and civil engineering. It is closely affiliated with the other Nova Scotia colleges of Kings, Dalhousie, Acadia and St. Francis Xavier, and with Mount Allison of New Brunswick. "By the terms of affiliation these other colleges will insist on a uniform matriculation requirement, and a uniform first two years' engineering course. By this agreement the colleges established will give the general training in mathematics, physics, chemistry, English, foreign language, shopwork, drawing, etc., which constitute the basis for any engineering course, and leave the professional finishing 'two years' course to the technical college."

This sensible and practical arrangement permits a student to take his finishing two years at the technical college, while under it the other colleges escape the necessity of furnishing further facilities for technical instruction than they already possess.

Now that the department of technical education has been founded, it will supervise the coal mining schools and engineering schools (already established in

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the colliery-districts under the department of Public Works and Mines) and control the evening technical schools as well. It may be remarked that the coal-mining schools, which are free, and five in number, are situated in Pictou, Cumberland, Inverness and Cape Breton counties, two in the last named county, viz. at Glace Bay and at Sydney Mines.

The necessity that exists for trade schools, and for the imparting of such instruction as a man or woman requires who, already working at a trade desires to widen his or her knowledge at a night school is very present to the mind of the Director of Technical Education for Nova Scotia, Mr. Frederic H. Sexton. This gentleman is well informed as to the progress made and still making in technical (they call it industrial) education in the United States. He quotes from a recent report issued by the National Society for the Promotion of Industrial Education, who recognize how far behind Germany and other European countries the United States are in facilities for what one may call the scientific teaching of trades. He mentions the commissions of New York, New Jersey and Ohio to study the subject, as well as the agricultural high school and the industrial schools being established by Massachusetts and the trade schools of New York City. One of the conclusions reached by the Massachusetts commission who dealt with the subject as follows. Premising that most children leave school at the end of the grammar school period, any vocational school which is to serve them, "must articulate at some point with the public school system of the country, preferably with the grammar school. In other words, the grammar school must at some point of its course lead a boy or girl naturally into