

industry to the end that closer observation may be obtained in an increasing important method of building, which is one of the features of modern life. The report would make a valuable addition to any school library. Senior scholars, especially, would be interested in its accounts of the mineral and agricultural possibilities of New Ontario; they would also learn of the care taken by our Governments to furnish accurate information concerning our resources. Supplementing this, some of the classes might be directed to write, under the name of an appointed secretary, on some industrial or scientific matter that has been unanswered in class and which the authorities at Ottawa or Toronto are, as a rule, able and pleased to help in solving.

There are several brands of cement made in Canada as the "Star," "Hercules," "Saugeen," "Imperial," "Monarch," "National," "Giant," "Samson," "Raven," "Sun." The children might be led to observe what brands were being used in their district, and to enquire as to their origin. A cement map of Ontario, or indeed, one showing the cement structures of the locality might be made. And here it might be said the same line of observation and recording might be practiced in regard to agriculture, implements, waggons, buggies, wind-mills, sewing machines, bricks, shingles, graniteware, clocks, tools, etc.

This article has not been written for information, but as suggestive treatment of this or similar industries and employment of men. Many exercises will suggest themselves to one awakened to the "new teaching" that finds exercise for training children's powers of observation, for awakening wholesome sympathies and interest, for inciting to useful manual operations in the common things lying about us. Here are a few:—measuring a waggon box to find capacity; by weighing a cubic foot of gravel, estimate weight of load; consider how cities issue debentures for new sidewalks and how property owners pay for them; incorporating into their arithmetics questions which were *real* arithmetic questions because actually *worked* out by themselves; drawing a map and estimating the cost of any sidewalk, fence, drain or road in which the individual child or the school has an actual interest; drawing the tools used in the operation; getting figures from practical men regarding the area of walk that one barrel will make and making up arithmetic problems for class work; setting a mud foot-scraper in a cement block for school use; making a drinking trough for the birds. Indeed, the trouble to the teacher is in the great number of exercises and interests that arise and claim attention rather than in their fewness. It is in the proper selection of studies, that the Nature Study teacher shows her skill, no less than in her methods of presenting them.