

Education in Ontario.

In referring again to the report of the Minister of Education for Ontario, we find that the statistical tables seem to show in that province a larger enrolment of pupils in proportion to population than in the Maritime Provinces. Yet we can boast a larger proportion of high school pupils and of teachers. In Ontario there are 223 kindergarten teachers and 10,693 kindergarten pupils. In this respect the Maritime Provinces are very far behind. If our pupils are over-examined in Nova Scotia, what must be said of those in Ontario where the Education Department issued 789,500 examination papers last year? The government of Ontario spends \$46,000 per annum on free libraries. It also passed an act empowering municipal and school corporations to contribute to the maintenance of public libraries. The results are reported as being very satisfactory in imparting valuable information, promoting the intellectual and moral growth of the pupils, in creating a taste for good reading, and opening up new avenues of thought to the young people and their parents in the remotest parts of the province. The want of similar work in the lower provinces is a serious defect in their educational system. No money could be spent for educational purposes more usefully than in the purchase and management of properly selected libraries. In the matter of art education the Maritime Provinces have very much to learn from Ontario. That province has fifty-five art schools, whose pupils receive diplomas, medals, etc., from the Education Department. A fine educational museum contains exhibits of archaeological, zoological and botanical specimens native to the province. In this museum there is also a department on which \$1,000 a year is spent to encourage native artists by the purchase of their best pictures for exhibition. In the Maritime Provinces we have not even shelf room to preserve valuable educational literature sent in free by publishers.

Military drill, domestic science, manual training and agriculture are strongly recommended as deserving of much more attention in the schools. The high schools of Ontario provide a very complete course of special instruction leading to a commercial diploma.

In the appendix we find a most valuable report by Dr. Hodgins of the state and progress of popular education in England. We have only space to note disconnectedly a few of the most interesting facts brought out—facts which we ought to consider seriously; for though England was far behind us in the matter of popular education, yet in the last few years she has made amazing progress.

1. Manual training is being "introduced into all classes of schools as a corrective to an excess of book work." This manual training includes cookery, practical wood-work, cottage gardening, etc.

2. In the course of study for the common schools there are two classes of subjects—obligatory and optional. The only obligatory subjects are reading, writing, arithmetic, needle-work (for girls) and drawing (for boys).

3. Special attention is paid to the training of teachers. This is done in residential training colleges and in the universities where pedagogical professorships are established. The report says: "It may be hoped that the spirit of university education will thus, in the course of time, permeate primary education, giving it greater breadth and higher ideals."

It states that the establishment of day training colleges in connection with "the universities, providing instruction of the university type, has already led to good results. We allow graduates in arts or sciences to be recognized as certificated teachers, providing they hold a certificate of proficiency in the theory and practice of teaching, issued by a collegiate body, and approved by ourselves." Oscar Browning, of Cambridge, one of the leading educationists of the world, says, after an experience of eight years, that "in the combination of a university curriculum with the professional training of an elementary schoolmaster, the experiment has been a success."

Empire Day in Halifax.

Those educationists who were instrumental in instituting Empire Day have every reason to be gratified with the manner in which it was celebrated in Halifax, and generally throughout Nova Scotia.

At the last meeting of the Dominion Educational Association, the president, Dr. A. H. MacKay, read a long communication from the Hon. Dr. Ross, Minister of Education for Ontario, suggesting that one day in every year be set apart for "the cultivation of feelings of loyalty and attachment to our country and to the institutions under which we live." This suggestion, appropriately and eloquently presented by Dr. MacKay, was enthusiastically adopted by the 700 teachers who attended the association, and it was embodied in a regulation by the Council of Public Instruction.

For several days before the 23rd, the teachers of Halifax gave special lessons on the geography of Greater Britain. The pupils learned the history of the gradual expansion of the empire from the time of the landing of Hengist and Horsa to the latest acquisition of the Kowloon Territory. The extent, productions, and