

the class, but every member of the class should have a specimen of his own. No one, even after long experience, can observe all the peculiarities of any object when he is at a considerable distance from it, hence the necessity for providing each pupil with a specimen of his own. Unless this point is observed no successful work in Nature Study can be done. The great obstacle in the way of undertaking this work in our schools is the want of time. Already the programme is so crowded that, it is claimed, the best work cannot be done. It is not proposed by anyone that Nature Study be introduced as a separate study, much less one for examination, but rather as aid in lightening work that is now found so onerous. One of its most obvious advantages is that it affords relief from the extreme pressure due to steady application to the usual routine of school work. It interests the children by furnishing an outlet to their restless activities, the desire of a child to be *doing* something. It aids the teacher in the ordinary work of the school. In illustration of this statement its use in the teaching of composition may be mentioned. The greatest obstacle to be overcome by pupils in the study of composition is apparently a lack of words with which to express themselves. The difficulty lies deeper than that, however, and is, as a matter of fact, a want of thoughts and ideas; once these are provided the supply of words adequate to the expression of them will soon be found. Nature Study will furnish abundant material for supplying the ideas which are to find expression in the composition. Its advantage as an aid to the teaching of geography needs only to be mentioned to be at once appreciated, and its applications to the teaching of other subjects will readily suggest themselves to the thoughtful teacher. The season of

the year is at hand when material is most abundant and the interest of the child in nature the greatest. Let every teacher take advantage of this happy conjuncture of circumstances, and the results will doubtless be a great surprise to those who have never undertaken such work.

EDUCATION IN ONTARIO.

From the annual report of the Minister of Education we learn: The total number of pupils registered in the common schools of the Province, up to the 31st December, was 484,551, and the average attendance was 271,549. Of these 482,616 were between the ages of 5 and 21; 1,545 were under 5 years, and 390 were over 21. The number of kindergartens was increased to 95, with 201 teachers and an attendance of 5,901 pupils, under six years of age. The number of night schools was 31, with 56 teachers and 2,130 pupils. The number of public school teachers was 8,913, including 2,843 male and 6,070 female teachers. The highest salary paid is \$1,500; the average salary of male teachers is \$408, and of female teachers, \$298. The total receipts of the public schools were \$4,868,315, of which \$3,332,995 came from municipal taxation; \$298,419, legislative grant, and \$1,236,901, clergy reserve fund and other special sources. The number of pupils in attendance at the 334 Roman Catholic separate schools was 39,773. The number of teachers was 755, the total receipts \$331,561, and the total expenditures \$296,655. The Protestant separate schools in L'Original and other French districts number 10, are attended by 492 pupils, and cost \$6,183 for maintenance. The number of collegiate institutes and high schools is 129, employing 570 teachers, having 24,662 pupils in attendance. The total