

Have you ever been there yourself? Why did you go? Are there any factories or workshops near the school? Have you ever taken the children there? Did the manager refuse to let you in? Why? Is there any stream near the school-house—within the radius of a few miles? Have the children ever gone with you to note how running water acts upon the country through which it flows? Is there a wood near by? Do your children bring you nature's beautiful gifts or the objects of man's ingenuity and skill for your admiration? If not, why not? Have you never told them that it would please you very much if they did? Have you given them to understand that you do not care for those things, that you are only interested in what you can find in books? Museums, factories and workshops are not open to all teachers, but the wonders of nature may be had for the seeking. It is sometimes unsafe to take children to factories, and for that reason the managers exclude them. Meddlesome children are a nuisance in public buildings.

—IN nature's infinite book of secrecy,

A little I can read.

*Shakespeare.*

—NATURE is not at variance with art, nor art with nature; they being both the servants of His providence. Art is the perfection of nature. Were the world now as it was on the sixth day, there would yet be a chaos. Nature hath made one world and art another. In brief all things are artificial; for nature is the art of God.

*Sir Thomas Browne.*

—WHY WE HAVE READING IN THE SCHOOL COURSE.—Of all the ordinary branches of school-work *reading* is the most important. Let us see why this is so, and as an outcome of this enquiry we shall learn why we have reading in the school course. In the first place reading is the "open sesame" to all books, (a large part of the accumulated wisdom of the ages), newspapers, magazines, letters, and so forth. The reading must be done either by the child himself or by others for him. The object of education is to place the child in a position to overcome the obstacles he encounters, *i.e.*, to help himself and to render assistance to others. The child has no right to ask from others what he can do for himself. The world owes him nothing. So he must learn to read to get information for himself. But he must also help others, for he owes the