

tion? I fear not. It is certainly gratifying to know that the educational authorities in most of the provinces have recognized the necessity of doing something to improve it. Never before in the history of Canada have the prospects looked so bright for an honest effort on the part of the best educators to solve this problem. The solution lies, it seems to me, in the proper presentation of Nature Study, or rather that phase of Nature Study that will tend towards agriculture. This can be presented to the best advantage by establishing a school garden in connection with each school. Nature Study and the School Garden are inseparable if we wish the best results. This does not mean that technical agriculture is to be taught, far from it. Nothing would be more disastrous to the cause of rural education than to attempt to teach technical agriculture or technical science in the public school. We have agricultural colleges and high schools for that purpose. Nature Study in our public schools would interest the children in the common every day things about them; in things they have been seeing all their lives, yet not perceiving; in the songs of birds and insects they have been hearing, yet not appreciating. They would find themselves in a new world, or rather in their old world made new, by a living, loving sympathy and interest in everything about them. Their eyes would be trained to observe, their ears to hear, and their minds to seek the truth for the truth's sake, and in seeing, in hearing, and in seeking for truth, they would be trained to draw right conclusions from what they see and hear.

During the first five or six years of a child's existence he has created for himself a little world. He has attempted to solve many knotty problems. In fact, he has been on a tour of original research, as truly as the best investigator along the line of science, and no one will deny that in many cases he has been more original. He has started out along the right line to make himself "the good citizen and the honest neighbor," and to acquire those things that go to make up a "successful life." Why not continue these experiences in the school? Why not begin to build on what he already knows, rather than thrust him, as is too frequently the case, into a new and strange world—the school—a world in which he searches in vain to find something to link with his past? Alas! he finds himself as totally amidst new surroundings as if he had been suddenly set down in a foreign land. There is nothing in the school life that he can associate with his own little world—his past experiences. He has, as it were, to start life again and create another world totally different from the first. There is little wonder that teachers find such great difficulty with their primary classes, with the beginners in this new life.