

should be compelled to love beauty. I believe in free education.)

There seems to be so much fuss made about school gardening. So much that the innocent words are apt to suffer on account of wear-and-tear. There is danger of them becoming a platitude. How many teachers love to do the work without compulsion? No doubt there are many who do, and there are some who hate to be compelled to love, and there remain few by whom a man that talks flowers and gardens is overlooked. This kind of beauty does not appeal to them. It reminds me of two ladies who studied, most diligently, their hats as a convention man read a paper about birds and flowers. Of course, they had birds and flowers in their heads, too, but they could not be talked to love the real kind of birds and flowers. Occasionally we meet a perverted taste, and if that is the case, compulsion may prove a good remedy. Artificial blossoms make artificial fruits. Finally, we are apt to become artificial ourselves, missing the real joy and happiness. Therefore artificial beauty is not always good. This justifies compulsory school gardening. But I prefer to be conquered by love.

It would be unnecessary to go into detail how a school garden may be started. The literature treating with the subject is plentiful, and is obtainable for those who desire. It might be suggested that the thing must originate from the teacher. Begin your school gardening by talking about it, remembering how by sowing a thought one gradually reaps a destiny. There is generally some prejudice and opposition to school gardening on the part of some ratepayers, but most of the work can be done with the pupils independently of school board. More real difficulty will be met in getting the fence. Here tact is best. Words of sound praise do very well; timely visits and frequent reference to it will be beneficial. The teacher must know the art of convincing and persuading. But whatever is done, it should be remem-

bered that the aim of school gardening is to make the boys and girls love to live with the true and the beautiful things of the world.

A few words may yet be said about the play on the school ground, for above all it is the prettiest thing to have children play right. A good play is half of the child's good education. It gives us pleasure to see children busy at good play. Therefore games and play apparatus, such as swings, sliding boards, etc., should be seen on our school grounds. It is easy to get sand or sawdust, and four boards, and make a large sand box, which can be placed in the tree shade where little boys will rejoice making houses, roads and ditches. Even swings and other apparatus can be got, but the law of habit should be remembered, and repeated suggestions made to trustees. It is the case of an Irishman who said he believed anything if you fell it to him often enough. Remember also that all the time you are doing this you are conducting a finer gardening than the finest you could dig yourself for yourself. While making suggestion, the teachers should be active. As winter is coming, older boys will be coming to school. They may be a "rough bunch" to handle. The teacher should be beautiful enough to speak to those boys, and organize a football game. If there be twenty boys, together with small fellows, they will be glad to make a collection, and buy a football themselves. A football game will prevent much trouble and complaints about fights, and scraps will be reduced to a minimum.

Many beautiful places are indebted to trees for their pleasing and inspiring appearances. It would be impossible to produce this decorative effect without trees. Imagine a world without trees, and a country without schools, and country schools without trees, and you have a sad picture. How desolate would our cities be without trees and parks! But what value is set upon a tree by a man who never