

Nature-study aims at learning nature-processes in their continuity and in their manifold relations. This is largely where the school garden gets its value as a medium of instruction and education. But a school-garden is not indispensable. Only see to it that the summer vacation is not a lacuna, something dropped completely out of the school year, leaving direct observation restricted to spring and autumn phenomena, which will remain largely meaningless apart from their summer context.

Leaving for the nonce the volume of nature for that of the printer, perhaps we may even to some purpose direct the reading of our pupils in history, romance, or travel, by encouraging them to seek points of contact between their holiday reading in these subjects and the history and geography of the school. Geography furnishes a delightful field of study to young people given to the pastimes of fishing, berrying and picnicking. An illimitable range of concrete phenomena presents itself; and the teacher need only to give the clue through suggesting, for example, the making of a map of certain localities showing such features as drainage, flora, division into arable, pasture and woodland, lakes or ponds (the latter features quite within the power of older pupils to survey and plot in detail).

Not only our pupils, but ourselves, will be gainers by this effort to interpret life's mysteries as significant and interrelated, items which to the careless glance may have seemed distinct and separate falling into place in that large and unified plan which we designate by such vague terms as nature or universe.

We often expect too much of the new pupil. We forget that our suggestions which are clearly understood by the old pupils are as Greek to the new ones. We must go slowly at first, take nothing for granted, encourage the timid ones and establish the at-home feeling as soon as possible. We cannot study the individual too thoroughly—his habits, his capacity to work, his power of attention and concentration. We sometimes expect the in-coming pupil to know as much as the out-going. We try to remember what the last year pupil knew when he entered this grade. That knowledge would be of very little practical benefit to us. We have a new soul to deal with. Before we can develop that soul we must understand it. Then by presenting the points clearly and simply, the flood-gates will open and the overflow of gladness will more than repay us for our efforts.—*Sel.*

Visiting Schools.

When a visitor goes into a schoolroom and finds teacher and scholars, after a greeting which puts him at his ease, eager to resume the work thus interrupted, he concludes that the teaching is a vital thing in that school. If the visitor is a first consideration and the lesson a secondary matter, it shows that something is lacking. Every visitor appreciates a courteous reception, and, if he has interest enough in the school to remain for a time, is doubly appreciative of a bit of good teaching on receptive young people.

While visiting the Victoria, B. C., school recently, the superintendent took me into the English literature room, where a class was studying Shakespeare's "Merchant of Venice." The poise of body and interested looks of each pupil showed that something was a-doing. Teacher and pupil paused to give the visitor a cordial greeting. The superintendent introduced him to the bright lady teacher in charge who was "from the Atlantic Provinces a few years ago"—a not uncommon form of introduction in the West.

"Would you like to stay and see some of our work?" said the teacher pleasantly.

"That is what would please me most of all."

Then some pupils were called upon to read short passages; others read extracts from essays written on the characters of the play. Comment was freely made by the pupils on the passages read or on the essays.

"Would you like to say something to the school?" said the teacher as the visitor rose to depart.

That was an easy matter, as the visitor could say something to the point without being commonplace.

Forthwith the superintendent ushered his visitor into a grade preparing for the high school. This also was presided over by a lady teacher "from the Atlantic Provinces." Nothing could exceed the beauty of the interior of this room. The walls were decorated with pictures, flags and mottoes, not too many, but just enough to make the effect most pleasing to the eye, and this effect was heightened by the banks of ferns and flowers (then, early May, in profusion in British Columbia) on the table and in the corners of the room. But there was nothing-a-doing in that school. The visitor was called upon to make the inevitable speech. He can only recall now that he stumbled through some nothings about pretty schoolrooms,—and felt relieved when he found himself again in the open air.

A few days ago a half hour was spent in Fred-