

theoretical and practical lessons on Agriculture. Trained teachers are somewhat difficult to find. Both Boston and Washington have foreseen this difficulty and are preparing young women for garden work,—Boston by means of the Science Department of her Normal School, Washington by a special course for Normal students, given at the school by Prof. S. C. Corbett, Horticulturist of the United States Department of Agriculture.

The Public Education Association of Philadelphia has been conducting correspondence upon the subject of school gardens, and the letters received seem to show that gardens have been connected more frequently with public schools than with private institutions, and that while the work has never been compulsory upon either teachers or pupils, it has proved a popular novelty wherever undertaken, giving healthy out-of-door study. Unfortunately the lack of space in great cities restricts the privilege of practical gardening to a comparatively small number of schools. A similar reason and consequently dearth of accessible material have been given for the lack of properly conducted nature-study in our public schools. Europe is in this respect far ahead of America. In Berlin, for instance, special gardens are maintained by the municipality, in which flowers, shrubs, and vegetables are grown in order that specimens required may be daily picked and sent in waggons hired by the city to those schools so situated that gardening is an impossibility. It has been suggested and advocated by at least one Associate Superintendent of Schools in New York City, also Mr. Gustave Straubenmuller, that a portion of Central Park be set aside for this purpose, and that specimens from its school garden be then sent daily to schools in Manhattan. Other parks that are used little by the public might fulfil a similar function. This at present seems to be the only solution of the problem of supplying schools with proper materials for Nature-study. As a new idea this may seem preposterous, but the day of experiment is past; Nature-study and gardening have become important educational factors, and thinking men and women are devising means to bring them within reach of every child in the public schools.

Of the neglect of this subject in our country Mr. Hamilton W. Mabie, in his "Essays on Nature and Culture," says: "Once