

evening, I open the top hive, and if there are any bees left I shake them off, take the combs and hive off, and complete the job.

The principle is, the laying workers being on top, they get the scent of the lower colony so it becomes one, and in order to get out and in, they must pass through royal apartments where they conduct things in proper style. It may cause them to become ashamed of themselves and fall in and do things in a proper way, or get up and ave. Which, we don't care,

L. HIGHBARGER.

Adeline, Ogle Co., Ill., Aug. 14th, 1886.

A plan which we have never found to fail where fertile workers are the trouble, is to remove all the frames from the hive and put in instead full frames of capped brood introducing a laying queen.

"Read before British Bee-keepers' Association, July 31."
**THE PROMOTION OF BEE-KEEPING
 AMONGST THE YOUNG.**

BY REV. F. G. JENYNS.

WITH the many deeply interesting subjects connected with bee-keeping pressing for consideration, and with many problems yet to be solved, it may be thought a waste of precious time to consider the promotion of bee-keeping amongst the young. And yet it is indeed an important subject. Although in one sense about children, it is no childish matter.

Bee-keeping of late years, as we all know, has made vast strides, and from being a most insignificant source of income to a very few, has become a national industry, giving employment to thousands, and furnishing a new and excellent food supply to the country. But while this is the case, I am sure we must be conscious—and feel disappointed when we think of it—that least progress has been made in just that portion of the field where we could have wished to see the greatest advance, namely, amongst the bee-keepers of the working classes, amongst whom waste and improvidence are as rampant as ever, and amongst whom are tens of thousands who, as yet, know nothing of the source of interest and profit within their reach.

Why this is, and how it can be remedied, are surely interesting subjects for thought and discussion. And what I would suggest, in the first place, is whether we, who desire to see bee-keeping greatly increase amongst them, have not, in some measure, begun at the wrong end, or rather confined our efforts too much in one direction—whether, in order to get the fruit we want, we have not by our associations, shows,

and elaborate organizations, been giving all our care to bend into shape the old boughs of our tree, stiffened by the prejudices of age, instead of nurturing the young plant, and training its boughs in its tender age.

We all know how difficult it is to break through any prejudices whatever of long standing. We have found it so especially with the prejudices of old-fashioned bee-keeping. We have labored to teach—to show the better way—but still, after we think we have proved our point, find ourselves no nearer the end, and the old-fashioned stick to old-fashioned ways, and are still bee-destroyers instead of bee-keepers.

Well, but if so, what then? By no means let us give in, but rather persevere all the more, trying by all means, but with all considerateness, to break down these stubborn prejudices—the growth of ages. But while we do this, may we not do well to think—more than we have done hitherto—of the young, and to try to teach them what bee-keeping really is, and really may be made, before these prejudices exist in their minds, or, at least, have taken root? It is hard to teach in the face of prejudice. It is comparatively easy when the mind is young and open to first impressions. This is the point I would emphasize, and especially as there is nothing in bee-keeping, in a small way, which is not possible for the young of either sex to do. All the ordinary manipulations usually necessary are quite within their power.

But I go further, and say that it is desirable to teach bee-keeping to the young not only to make them bee-keepers in the future, but also because of the educational value of the subject. Some little time back I had the privilege of speaking of this, and so will not now dwell upon it, but would only repeat what we may well keep in mind, that bee-keeping, the study of bees—their nature, habits and instincts—is *educational* in the best sense, cultivating in the young habits of observation, love of nature, and inducing thought and reasoning, and leading, above all, to the contemplation of Eternal Wisdom.

But, then, how can we best promote this bee-keeping amongst the young? Can it be done in our schools? And I think the answer to this is, it *might* be, just as it is taught in the schools of Germany and Switzerland: but it is very unlikely that it *ever will be*. It is indeed taught in some degree in a very few country schools, but more through the personal interest of the master than by encouragement from the authorities. Whether it is taught, and, if so, how far taught, in the schools of our Colonies, which in many things, as evidence is around us, show the way to the old country, it will be most interesting for us to hear.