

Before the first lesson each pupil is furnished with, or told where to procure, some specimen for study. If it is winter, and flowers or growing plants are not to be had, each is given a branch of a tree or shrub. The examination of these is made by the pupils themselves during the usual time for preparing lessons, and for the first recitation each tells what he has discovered about his specimen, which is not in sight. If there is time, each member of the class is allowed a chance to mention anything not named by any of the rest. If two members disagree on any point, they are requested to bring in, the next day, after further study, all the proofs they can to sustain their different conclusions. In learning the lesson, books are not used, nor are the pupils told what they can see for themselves. An effort is made to keep them working after something which they have not yet discovered. For a second lesson, the students review the first lesson,--report on a branch of a tree of another species which they have studied as before,--and notice any points of difference or of similarity. In like manner new branches are studied and new comparisons made. Time is not considered wasted in this. No real progress can be made till the pupils begin to learn to see; and to learn to see they must keep trying to form the habit from the very first; and to form the habit the study of specimens is made the main feature in the course of training. The use of technical names is not avoided, nor are these "thrust upon a student." They are learned as they are needed, a few at a time, from the teacher or a text-book. After from four to ten lessons on small branches, the following points, and many others, are brought out. Is there any definite proportion of active and dormant buds in any year? Where do branches appear? Is there any certain number of leaves in a year's growth, or any definite proportion between the length of the internodes? Is there any order as to what buds grow, and what remain dormant? etc., etc. The pupils are now ready for a book-lesson on buds, branches, and phyllotaxis, and will read it with interest and profit. In like manner any other topic, as roots, seeds, stamens, leaves or petals is first taken up by the study of specimens. Very little stress is placed on investigating a number of chapters in the definite order as given in a text-book. For example, it makes very little difference whether a pupil begins with the study of