

But enough has been said to give you an idea of the general principles on which botany is now usually taught in colleges and schools. Let me next devote myself to telling you what I consider the best way for you to enter upon the study. The first step is to procure a text-book on structural botany. It matters little what this is. Gray's "How Plants Grow," Wood's "Object Lessons in Botany," Spotton's "Elements of Structural Botany," or Gray's "Lessons in Botany:"—any of them will answer, but for choice I prefer Gray's "Lessons." It is not too complicated and yet is extensive enough except for advanced students, who wish to devote themselves specially to the study. To such I would recommend Gray's "Structural," and Goodale's "Physiological Botany," Sach's "Text-Book of Botany," or Bessy's "Botany for High-Schools and Colleges." A work on systematic botany is also essential and the choice is large, though I know of none better than Gray's "Manual of the Botany of the Northern United States," which covers our Ontario Flora. I would advise any one purchasing to get the "Lessons" and "Manual" bound together. In this shape the books are not only cheaper but more handy, and we have in combination excellent works on both departments of botany, structural and systematic, no small desideratum to the beginner, who, in naming plants by the latter, will from time to time meet with unfamiliar terms for the meaning of which he will require to refer to the former. Spotton's systematic manual, "The Commonly Occurring Wild Plants of Canada," is a Canadian work and very good, but it is too meagre. Working with it, one runs the risk of occasionally spending long and patient labor trying to name a plant, only to fail because it is not mentioned, and I know no experience more likely to disgust the beginner than this. More extensive systematic works are Torrey and Gray's "Flora of North America," and Gray's "Synoptical Flora of North America."

A text-book secured, comes what is generally looked upon as a rather dry part of the science, viz., the reading of it. Many words are met with which are strange and difficult to remember, but let me say that the labor of learning technical terms is usually much over-estimated; with practice they soon become quite familiar, while the discipline taught the mind in acquiring them is worth all its costs. There is no royal road to solving the problems of nature any more than there is to deciphering the mysteries of mathematics or

metaphysics, what was a we
ation. The s
pursued in a p
him the rop
each topic as
to advise him
is greatly bless
the plates in h
him to make r
Let him try to
mind that the
notion of plan
of the most m
ting and nami
will gain an id
rule a miniatu
seed. If now
ground and al
be seen to dev
or descending
stem as it reac
pair of narrow
between these
ward into a s
however, differ
the maple as u
summit of the
the plant likene
three organs, re
a rudimentary
vegetation, bec
nutrition of the
such as the flo
designed for a
duction, since o
or the continua
Proceeding
knowledge of th