put in and the number of shoots that come up. The description of seeds as those of buckwheat, corn, turnip, dandelion, strawberry, etc., should be given by the child, in the first instance with the seeds before him.

For illustration of the second chapter, bean and pea seeds may be sown, a few new ones each day, so that there may

be plants at various stages of growth.

All this means some little trouble on the part of both teacher and pupil, but it is the willingness to take an infinitude of pains that brings a rich harvest in the end.

To the successful teaching of the subject, it is necessary that the teacher read through the whole book and prepare

in advance for his illustrations.

There is an article in the November number of the "Nineteenth Century," entitled "Manuring with Brains," or the "Dalmeny Experiments." It is suggestive of the plan to be followed in all instruction in Agriculture. Teach the child to use his brains in relation to the whole question. Do not allow him to accept your facts and statements or those of the text-book without investigation. If he uses his child brain, a habit will be formed that will not leave him when he becomes a man. Quite as important, possibly more important than facts he will learn about farming, will be the correct habits of investigation that he will acquire.

All children are not destined to be farmers or farmers' wives (though a large proportion of those found in district schools are), but they all need to take an intelligent interest in the "oldest of the arts and the most recent of the sciences" "in perfect agriculture—the true basis of trade and industry, and therefore the foundation of the riches of the state."

—It is not what we learn that is of supreme importance to us, but how we learn and with whom we learn.

ENGLISH (GRADE I. MODEL SCHOOL.)

[Two questions to be answered from each section.]

SECTION I.

1. Weave these four simple sentences into one.

Champlain was a French explorer. He was born in Brouages. He founded Quebec. He died in Quebec.