

ject of Agriculture for the first time. To these a few suggestions with respect to the use of this admirable little work of Mr. James will not be out of place.

The first essential is that the subject be taken up practically. The second is that the children take their part in making it practical. Start some oat or wheat seeds in a box under the conditions mentioned in the text-book, *i.e.*, in warm, moist, well-drained soil, under a light covering of earth. Examine the seeds as they begin to sprout. It is this beginning of things with which children are least familiar, for the farmer, having sown his seed, is not in the habit of pulling it up to see how it is getting on; but it is the beginning of things that is of most importance in relation to growth. The farmer keeps a watchful eye upon his grain from the time he buys the seed until he receives it back again from the ground, increased many-fold, but the interest of the child is in proportion to the height of the grain in the field. Where the school fire is allowed to go out at night the box of sprouting oats or wheat should be taken home either by the teacher or the child living nearest to the school and brought back in the morning.

In considering the question of annuals and biennials the children might be asked to bring examples of these—an easy task when the farmer's cellar is full of his root-crop and his barns filled with grain. When different kinds of seeds are under consideration allow the children to bring specimens from home and take their part in sorting and labelling the various kinds, making a fresh collection and new labelling with each class. Put all the wheat seeds together, having the children first observe the different qualities of the grains that are brought. All wheat will not be equally good. Do not be satisfied merely with having drawings of the large seeds as the almond, acorn, horse-chestnut, apple, pumpkin, etc. The seeds themselves can easily be procured by the children. Then it adds very much to the interest and intellectual value of a lesson for each child to open and examine the seeds, and state in his own language what he finds. The value of comparing his observations and mode of expression of what he observes with yours and those of the book, must be properly estimated.

Try the test for *good* seed and encourage the child to do so also. The child should count the number of seeds