

But, however, it is in our colonies, we, in this country, must not wait for its becoming a subject of regular instruction in our schools, for they are too much bound in the chains of red tape to admit of it. And in our schools there is the fatal obstacle of the system of Government grants depending upon results in certain fixed subjects, and, in too many schools, the teacher's salary made dependent upon these results, so that it is his interest to teach that which pays best; and until this system is greatly modified we must not expect bee-keeping to be a regular school subject.

But if not in our schools, what can be done outside? Well, first let us remember that a little practical teaching will do quite as much, if not more, than books. And so I would advocate special means being adopted for this end. In the time I now have I can only offer a few suggestions.

I. First, I think something might be done through the experts, who visit parish after parish through the land. We know the great value of their visits, how they stimulate many to begin, how they help those who have begun, and in many cases prevent loss and disappointment. These visits are carefully arranged, notice being given of them. I do not see why, when an expert visits a parish, he could not, at least in some cases, give a lesson to the young, gathered together for that purpose. I am sure that funds would generally be forthcoming for that purpose. Only I would say, pray do not let such a lesson consist of driving and little else (I wish 'driving' were driven out of bee-tents), as if driving were the end and object of bee-keeping, but rather simple instruction on the first elements of bee life and instincts, and the utilization of our knowledge of these principles by means of the frame-hive.

II. Again I am sure that in many places there are those, who, although not experts, might well, and would willingly do so, if it were suggested to them—gather a few elder scholars and others after school hours on a summer's evening into their own gardens and apiaries, and explain to them some of the simpler things belonging to the art, and show them how to manipulate a hive; in short, put them in the way and encourage them to try for themselves. And this would cost nothing beyond the time given, and which I am sure would be given willingly by those who have at heart the interests of their young neighbors.

III. Thirdly, I would advocate special prizes at small local shows for young bee-keepers' prizes for honey gathered by their own bees. It may be said that it would be impossible to

avoid imposition, but I do not see this. I enter into no details, but I can quite conceive conditions which would practically fence out imposition. It certainly is done with wild flowers and other floral exhibits, for which at flower shows prizes are frequently offered for the young. It is certainly done with needlework, not only worked at school but at home. And it is certainly done with advantage through many papers and magazines, in which are often offered prizes for answers, for questions, or for essays done by the young.

And then there might be prizes, if not for hives, yet for supers, smokers, and such things made by young hands. I know that it is said that all these must be so inferior as to be practically useless and disappointing; but, even if so sometimes, you gain much by stimulating handiwork and the thought necessary for it. I remember seeing at Herford a very good hive made entirely by a young boy. It was entered for competition amongst hives of experienced amateurs, and so of course failed to get a prize, doubtless to the discouragement of the boy. I remember well his face of disappointment. How greatly would he have been encouraged if there had been one or two classes for the young.

IV. Again I would advocate for the young what I have often advocated for adults—the inspection, and when deserving, the rewards of well-managed apiaries, inspected as they stand in the Cottage garden. I can imagine a system organized, by which young bee-keepers might be intitled to a special prize, or, if you like to call them so, rewards for a well-managed hive at home, inspected at home; and for efficient manipulation done under the eye of the appointed judge, expert, or visitor. And such as passed might be put into a first, second, or third class.

V. And once more, much might be done, if we might venture to hope for its co-operation, through the columns of the *Bee Journal*. How much would be done, if in that most excellent paper a column could be devoted to the young, telling them just the simplest things in the simplest language. And it would be well if besides ordinary guide-books there were leaflets for them specially, for we must bear in mind that some of the books and papers which we read, treating, as they do, amidst practical directions of management, of some of the wonders of the physiology of bee-life and its propagation—are hardly fit to be put into the hands of the young.

But I must not dwell longer. I merely offer these few suggestions for what they are worth; but feeling that whether the suggestions are practical or not, the subject is an important