be optional; but no one should be permitted to suffer any injury. He had already received a certificate of having passed. As this would be of great importance he ought not to be accessible to men under the age of 25. It should consist—1. Mathematical examination and knowledge of the functions of plants; 2. Geography, so far as the native countries of cultivated plants and the climates which have naturally exposed to cultivation are concerned; 3. Climate, that is to say, the influences exercised upon plants by temperature, moisture, etc. These three subjects might be taken in rotation for a few years.

Linnaeus further proposes a Pomological Examinations, for the purpose of ascertaining the knowledge of varieties of fruit, which he thinks Mr. Hoole should be induced by the Horticultural Society to undertake. And to all these he would add so much of Mathematics as is required for reading, condensation, and arrangement, and expressed in a methodical way. We cannot say that we wholly concur in his views altogether, but we regard it as a good basis, upon which to build; and if experienced gardeners are to be built if experienced gardeners will take it seriously into consideration and point out how it may be improved.

THE EDUCATION OF GARDENERs

The following scheme for enrolling young men learning to be gardeners an economical education better suited for the purpose is recommended to the consideration of those who have to guide their course, whether as friends, guardians, or parents—

1. EXAMINATION (Preliminary Examination)
   (To be passed at any time between the ages of 15 and 17.)
   
   1. Reading.
   2. Geography.
   3. Mathematics, including algebra, geometry, and timber measuring.
   4. Local surveying.

2. EXAMINATION (Farm Examination)
   (To be passed between the ages of 20 and 23.)
   
   1. Practical Skill in cultivation.
   2. Practical Botany and naming plants at sight.
   3. Examinations of the buttery and the starchy gland.

3. FERTILISATION OF BRITISH ORCHIS BY INSECT AGENCY.

I should be extremely much obliged to any of our British friends in case they were able to communicate to me any observations on this subject. If you have the kindness to make a few simple observations on their manner of fertilisation. To remember that they do not fall out of their pouches, how can you shake them out? so that insect—

Linnaeus, writing very effectively, as I have always observed in the History of the Butterfly Orchis, and entomologists have casually captured moth with pollen-masses adhering to their bodies, but the moth was never seen on the plant. However, I think with certainty having caught a moth thus furnished, I have hope he will give its name, and describe it as a part of the moth's body the sticky gland adhered.

We may now turn to the genus Ophioglossum; in the Pyro Orchis, and the Python, with sticky glands, do not naturally fall out of their pouches, how can you shake them out? so that insect—

Linnaeus, writing very effectively, as I have always observed in the History of the Butterfly Orchis, and entomologists have casually captured moth with pollen-masses adhering to their bodies, but the moth was never seen on the plant. However, I think with certainty having caught a moth thus furnished, I have hope he will give its name, and describe it as a part of the moth's body the sticky gland adhered.

We now come to the Bee Orchis (Ophryum apulinum), which presents a very different case; the pollen-masses do not fall out of the pouches, and from being the proper length of the insect, but they fall on the stigmatic surface, and the plant is fertilised. During several years I have examined many of these plants, and have found that I of the pollen-masses carried away by the flower’s own pollen-masses failed to fall on the stigmatic surface, and that believed that the viscera of insects would be injurious to the plant. I am extremely grateful for the observation stumbled upon the fact that a plant in this part of Kent, and yet during several years seldom behold the mode.

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