

paper it will be better to have each one stand in his or her place and give the name before handing it in. This will solve any doubts about the pronunciation and give an additional opportunity to study each child.

Aim to make the first day's lessons interesting as you will all others. If possible let there be no scolding or fault-finding. It is necessary to reprove any one, do it firmly and with decision without any sarcasm on this and every other day. Find work for all so that there will be no chance to get into mischief;—this is one secret how to make things run smoothly for future days. Do not be self-conscious or try to show off at the expense of any of the children. Be earnest and natural and let them see that you want to be their friend. A day like this, and all the children will go home with the report, "I like our teacher." Is not this worth trying for?

Sir Joseph Banks was the man who invented the once familiar phrase "Botany Bay." He was the botanist attached to the expedition of Captain Cook, the "Australian Columbus." Landing at this bay, close to the present city of Sydney, he found such an abundance of strange plants and flowers that he associated the word "botany" with it for all time. For a long time Botany Bay and Australia were synonymous in England. Sydney has spread out to the historic bay, and you can travel by tram car to "Botany." It was Sir Joseph Banks who made the kangaroo and other Australian animals known to science.—*London Graphic*.

Writers on the subject of forestry would do well to note the interrelation between four words which are often inaccurately used. Land covered by forest is 'deforested' when it is cleared; land that never grew a forest is 'afforested' when it is made to grow one; land that has been cleared of one forest is 'reforested' when it is made to produce another; and land that has been 'afforested' once is 'reafforested' when it is a second time planted. The term 'reafforested' is used very often when 'reforested' would be the correct word.—*Toronto Globe*.

The REVIEW certainly is a fine paper, which I have enjoyed reading very much. It is well worth the subscription price in every way. L. M.
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Botany for Public Schools.

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At the request of teachers attending the Summer School of Science at Fredericton, I have asked the REVIEW for space for a series of articles on the teaching of Botany. As many readers, however, do not attend Summer School, I shall repeat much of my summer course for their benefit.

I propose, each month, to write a short article on some subject of general interest. Besides, I shall ask a few questions, which will be answered the following month. Do not wait, however, for my answers. Search for them yourselves. It will be interesting each month to see if our answers agree.

These articles can lay no great claim to originality. Nearly everything I shall discuss has been noticed by someone at some time; and has been written about in text-books. My only wish is that I may bring some of these wonders to the attention of the teacher who has not had opportunity to observe them.

This month, then, let us notice what strongly developed instincts plants possess. We do not believe they exercise any reason; but after studying them, no one will deny their actions in obedience to instinct. By instinct, I mean the *inherited* ability to do a certain thing. You may call it inherited habit if you please.

In the process of development, plants have formed habits which are useful in preserving the species against unfavorable conditions. If those habits became hereditary, we say a certain instinct was developed, and is maintained. If the habit did not become hereditary, the species would possibly be overpowered by the unfavorable surroundings, and die out. That is, it would become extinct. Geology teaches us that many species of plants, once existing on the earth, have become extinct. The reason is that they did not acquire protective instincts as rapidly as the unfavorable conditions developed. Hence they perished.

There are many physical agencies operating which have their effect upon plant growth. Many of these have operated more actively in the long distant past. Chief among them are the change in climate, change in soil, and change in the distribution of animals.

If a climate should gradually become drier, plants would be compelled to develop some means