

TWENTY-EIGHT PAGES

ARBOR DAY.

The Educational Review.

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Always Read this Notice.

THE EDUCATIONAL REVIEW is published about the 10th of every month. If not received within a week after that date, write to the office.

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EDUCATIONAL REVIEW,
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THE Digby and Annapolis Counties' Teachers' Institute will meet at Weymouth Bridge, N. S., on the 7th and 8th of May.

A CORRESPONDENT very wisely calls the attention of managing committees of teachers' institutes to the desirability of having fewer papers, thus allowing more time for discussion.

THE word "Secretary," by derivation and general consent, means a writer, but Dr. Inch in his report tells us that there are secretaries of school trustees in New Brunswick who cannot write their own names.

THE Dominion Educational Association meets at Winnipeg, July 8—11. Dr. D. J. Goggin, of Toronto, is the president, and there is an active local committee making preparations for the meeting. The details of the meeting and travelling rates should be announced as soon as possible.

THE earlier numbers of the *REVIEW* containing Mr. T. B. Kidner's articles on Cardboard Work have long since been exhausted and we cannot supply the frequent demands made for them. It may be stated that an illustrated booklet containing the articles has been suggested by one of our correspondents. The great merit of Mr. Kidner's articles is that they show teachers who have not attended manual training courses how to *teach* this subject.

IN AN article in this number on teaching botany Dr. Waddell has some good suggestions to offer to that large class of teachers who know little or nothing of the subject. The advice given by Dr. Waddell is excellent,—that the teacher go into the work as a co-student with his pupils. There is no better way, *provided* that the teacher means work, and goes at it with the determination, as the older and riper student, to overcome the obstacles that lie in the way. Facts gleaned from text books about plants are small matters; the terminology of botany is a small matter; to give the children an interest in this and other nature subjects is everything; and to guide them gradually to exact observation and reasoning—the teacher always first, with the scholars a good second—is inspiring work. Try it. It may solve problems of attendance, how to gain attention, discipline, even the much vexed question how to increase salaries. Are you one who has said "I hate botany"? And have you taught your pupils to hate it too? If so, read Dr. Waddell's paper. Call it plant-study or plant-quest if you like. Examine your whole method of presenting nature-study. You may have had none; if not, perhaps, so much the better. Make a fresh start.