

tites for this knowledge. The arrival of bird papers, exhibiting bird pictures, Friday readings from such books as have already been spoken of, will serve the purpose.

The number of birds you will record during the year will depend upon your industry. You can easily identify over sixty. Chamberlain says that over three hundred birds have been recorded in our province; that 200 or more may truly be called New Brunswick birds. Many of the others are occasional visitants or stragglers from their true latitude. One hundred is pretty near the limit of our locality.

Once started, specimens will come from unexpected quarters. We have had brought in the bodies of dozens of birds, many of the less known like the beautiful Parula Warbler, Red-eyed Vireo, Cedar Waxwing, Sharp-shinned Hawk, Pied-billed Grebe, Little Acadian Owl—full grown and only 6 inches long—Purple Finch, Ruby-crowned Kinglet, a Murre, which had probably been taking a short cut across the province on its way south, Herons, a Bittern and a Pileated Woodpecker, and lastly the American Hawk Owl. We have reached the century mark but our list is very incomplete yet.

In closing let me say that if you teach at all, teach something about birds, because it is so easily accomplished, so fraught with pleasure. It often gives the pupil the first drink from the fountain of knowledge that has an inviting taste. You can often acquire an influence over the rougher element—get nearer, get better acquainted with all of your pupils by this means than by any other.

If you enjoy walking, fishing, hunting, bicycling keep your eye on the birds. If you have a kodak give the birds your attention by all means. There are scores of periodicals, which make quite a specialty of reproducing photographs of birds and their nests taken from nature. If botany is your hobby add bird study. It goes so well with it. There is a danger, however, of it causing you to neglect your first love. If you have literary talent and aspirations let the birds inspire you. If you have a genius for drawing portray the birds. Your interest may never die out; though you never quite accomplish what you set out to do. Indeed the future discoveries you may make adds quite the greatest interest to your researches.

Ornithology is yet in its infancy. The experts of New York and Cambridge cannot do work that must be done here. The fact that so many birds migrate make it the more necessary for co-operation. The life history of many of our common birds is still to be written and its biography must be the result of more than one man's industry.

When April, one day, was asked whether,
She could make reliable weather,
She laughed till she cried,
And said, "Bless you, I've tried,
But the things will get mixed up together."
—Jesse McDermott.

FURTHER NOTES ON THE TEACHING OF BOTANY.

BY JOHN WADDELL, D.S.C.

In the January number of the EDUCATIONAL REVIEW I wrote an article dealing with the teaching of botany in our schools. I return to the subject because I am extremely anxious that an improvement should be made. I cannot claim to be perfectly self-forgetful and to be influenced solely and entirely by interest in the teachers and the schools. As examiner I find it much more agreeable to read over well written papers than poor ones, and it is much more pleasant to have to decide whether a paper is worth a mark of seventy or seventy-five per cent. or eighty or eighty-five per cent., rather than to decide whether the proper valuation is twenty or twenty-five per cent. Still the pleasing of an examiner is a comparatively unimportant matter, and the benefit that will accrue to the fifteen hundred examinees in botany each year, if they are properly trained, and if they make a proper use of their instruction, is something worth working for, and I hope that I may be of some use in promoting the study of botany in our schools.

Matthew Arnold says that it is a mistake to consider it incorrect to use the same word over and over again in an essay. If you have a word that exactly expresses a certain idea then you gain by always using that word to express that idea. If in this article I should chance to repeat ideas and words of the former article, I trust the reader will bear with me because I shall only do so if I consider the ideas of great importance and if I think the words suitable for expressing the idea.

My chief object in writing two articles rather than one is the better to reach the constituency for which I write. Some may see this article who have not seen the previous one. I have two chances of catching the eye of the reader whom I wish to influence. I may say that any one who is interested in this article and has not read the former one is advised to look it up, because the present is not just a repetition, but is intended to deal with a somewhat different aspect of the subject; and repetition is, as it were, incidental.

I dare say that one difficulty in our schools is that in a good many cases the teachers have rather hazy ideas about the subject of botany and feel that it is very irksome to be obliged to teach it. It must not be considered that I mean to put a slight upon the teachers. Botany has but lately been put upon the syllabus of examination, and a good many of the teachers never had any training in it. Even those who have been examined upon the subject have for the most part labored under the disadvantage of poor teaching and they may not have realized that they must do more for their pupils than was done for them.

Let me assume then that a teacher with practically no knowledge of botany finds himself or herself con-