

pupil's mind and to distinguish them from the familiar words. As soon as every child in the class can name and find the word readily I print it with the other familiar words which I have printed in columns on another part of the black board, and which I review every day before or after the regular reading lesson. After giving all the class drill, both individual and simultaneous, which the time will admit of, I have the pupils take their seats and print the new word or words, as the case may be, upon their slates repeatedly. This method creates a great deal of interest and competition among the pupils, and by the time they have learned one or two lessons in this way they have learned the colours, as far as required by Grade I, without realizing that a task has been given to them at all. I often notice now that when I put the new sentence upon the black board that if, as it generally happens, the first, middle and last words are familiar ones the most of the class can read it at sight as the sense of the sentence enables them to name the new words. As I have already said I can teach the other subjects in like manner, for once a child is wide awake to the one he is easily interested and led on to the others.

Now in closing I would like to speak briefly of some of the difficulties I meet with in attempting to have my school all that I might desire, at the end of the year, and I feel sure that in so doing I will but voice the experience of other primary teachers; at least I hope so, for I would not care to be the only one to find or meet with difficulties which I cannot overcome. The difficulty that causes me most worry and anxiety is the entering of new pupils at any time during the year, from its beginning to its close. This is a difficulty which primary teachers alone have to contend with as it is not possible in other grades. In a large school it seems impossible, for me at least, to give these coming in when they may the attention and care they should have as beginners, and still do my duty with the whole school. It does seem hard to neglect them and thus allow them to form anything but desirable habits in the school room which always have a demoralizing effect upon the whole school; or to care for them and neglect the old ones, and thus allow them to lose that desirable interest in the work, and in this way lose the benefit of months of labour. Once boys or girl feels they are merely putting in the time their interest is gone, and I notice that it does not take them long to see this with their observing and perceptive faculties at full play.

Another difficulty I find is the entering of such young children to the school room. At present I have a school of fifty-nine, all new, and these range from five to nine years of age. Some of these marked five are so tiny and baby like that it does seem impossible for them to be more than four. While some take the work up readily some cannot grasp it at all. It seems impossible to carry all along as one would wish, and if these little ones attend most of the year it does not seem to the teacher's credit, or to the child's interest, to have ten or fifteen of them to remain in Grade I another year; and yet what is to be done if they are not old enough to grapple with the work.

I have visited nearly all the primary teachers in the city, and, as far as I can observe, I feel sure that they also have to contend with these difficulties.

[For the Review.]

Botrychium Matricariæfolium.

I have read with much interest Mr. H. F. Perkins' description, in the last REVIEW, of some specimens of *Botrychium Matricariæfolium* lately found by him, two of which have, he says, "well developed sporangia on the sterile frond." He does not say whether or not the same plant bears also the fertile frond common to the species, whether the sporangia are borne on the back of the leafy portion or whether they form the terminal part of the frond. Will Mr. Perkins kindly give the desired information for the benefit of the readers of the REVIEW.

I should not have considered the variability in size as very important, but the difference in position of sporangia seems rather remarkable. I have, however, observed something similar in *Osmunda cinnamomea*. Last July I found at Joggins, Cumberland County, a specimen of that fern, a single frond of which had the lower half—five pairs of pinnae—leafy and infertile, and the upper half fertile, exactly like the central frond of other plants of the same species. The specimen referred to had no fertile fronds at the centre. MARY E. CHARMAN.

Westchester Station, N. S., Dec. 21st, 1892.

[For the REVIEW.]

The Monthly Record.

In many schools of France each pupil is provided with a blank book, on the cover of which is printed some sound advice, showing how the good use of one's school life is likely to ensure a happy and useful life—and appealing to the child's patriotism to be and to do something noble for the sake of his country. On one day in each month all the exercises are written in this book—a permanent record of the progress made from month to month and from year to year. This book is kept for use through all the grades and given to the pupil when he leaves school. We can scarcely conceive of a better or a more wholesome stimulus than one in which the pupil strives continually to excel himself. After many years, such a record would be looked upon as one of the most precious mementos of the past.

We mean to try the plan, and would most earnestly recommend it to all other teachers.

The book should be made of good paper and have a cloth cover. It would cost about twenty cents and would serve for a lifetime.

HALIFAX.

The Richmond County Academy at Arichat failed to make the legal average attendance by a small fraction during the past year, and as a consequence the county academies number one less.