the class could do the question in decimals, and only one or two could do the work in fractions. I at first attributed their failure to nervousness, but as I began to review their work in arithmetic, I found it was "too much text book" instead.

It certainly is discouraging to teach arithmetic to five grades every day, perhaps no part of the daily routine is more tiring, but it is a plain duty, and certainly even if one's labor meets with but little encouragement from the parents (who almost invariably judge of their children's progress by their reading alone) yet the knowledge that one is doing one's very best for the true advancement of education should be sufficient reward, and also an incentive to yet greater exertions on the part of the instructor.

The writer does not intend to imply that other subjects should be slighted and only arithmetic and reading taught.

There is not enough review work done in many schools. When a rule is once taught to a class it is passed over and something else taught, and little review work is done. Children forget arithmetic more quickly than almost any other subject, hence the necessity for frequent drill upon the subject.

With primary grades, in schools not provided with ball frame, buttons, pieces of card-board or paste-board may be used. It is more trouble certainly, but in many cases in poor districts, after the teacher's salary is paid there is but little money left to spend on school furniture.

The importance of the subject in question cannot be denied. To farmers, tradesmen and all classes, a good practical knowledge of arithmetic is indispensable. It must indeed be embarrassing for the man who cannot correctly calculate, for example, the interest due upon money lent or borrowed, or the amount to be paid for a few feet of lumber, without being obliged to consult others as to what is really the correct amount.

Of course the pupils have themselves to blame in many cases, for not being attentive to what is taught in school and not being diligent in their studies, but the instructor who neglects other subjects equally important for the sake of giving nearly half of the time to reading is also to be blamed.

A parent once said to me, "Why have you not put Maggie in the third book? Mr. M , our last teacher, was asking me yesterday about her and I told him she was still in the second." He said "Oh, she ought to have been in Standard III long ago. *I* intended to have graded her last term, had I remained." I replied, "Mr. H I have not advanced your child in reading because she was not qualified in other branches for Standard III." The next I heard from that source was that "the children were not learning one bit." Now that of course was hard to bear, but still "Maggie" remained in Standard II. until she received instruction necessary for Standard III.

Another peculiar circumstance might also be mentioned and that is the habit some instructors have of grading their pupils into Reader No. VI. *Why* this is done is something not easily understood. The writer would be glad to hear the opinion of other teachers in explanation of this subject.

VEGA.

Stone Bushes Wanted.

Dr. A. H. MacKay, Education Office, Halifax, Nova Scotia, writes:

"I would be very much obliged to any of your readers would look along the shores this spring and send me specimens of a very peculiar seaweed in which interest is now being taken. I shall be glad to correspond with those who take an interest in the matter, exchange specimens with them, or otherwise be of use to them. And after studying the plants I shall have very much pleasure in describing their nature and appearance in the REVIEW as a "Nature Lesson."

The plants belong to the red seaweeds, although when lying on the shore they soon bleach from the original purple red to white. They do not look like plants at all. They grow as incrustations on stones and shells, some species forming thicker crusts than others: the crust in still other species rising up in numerous nodule like points, sometimes into short, rounded, stubby branches of limestone. They are generally looked upon as coral incrustations: but they are not, because there is no coral insect. The seaweed, when growing, lays up in each cell of the vegetable structure a large quantity of the carbonate of lime, so that to all outward appearance the plant is a stone bush. If it is placed in a dilute solution of hydrochloric acid for a few hours all the lime may be dissolved out with the evolution of a great deal of carbonic acid gas. Then when well washed in water the gelatinous looking mass has the genuine odor of seaweeds, although the naked eye cannot discern the cellular structure. Many specimens are thrown up by the sea at Point Pleasant, Halifax Harbor.

The genus is called "Lithothamnion," from the Greek "Lithos," a stone, and "Thamnion," a little bush. Farlow mentions two species as found on the American coast, namely, *L. polymorphum* and *L. fastigiatum*. But the species have not been well worked out here.

Natural history specimens, botanical specimens, so marked, and tied as to be capable of examination by the postal authorities, can be mailed at one cent for every two ounces. Any specimens, or suspected specimens, sent to the above address, will be considered a favor to be repaid as best possible.