

call it *cleavage*. What is it? "Cleavage." Yes, because it cleaves or splits thus. And the other, where it does not break with a cleavage face we call by a name you already know—*fracture*. Now we will write these words under the others on the board.

Who can mention something we have not yet spoken of? You may tell me. "This soft mineral feels slippery, the others do not." It is agreed to put the word *feel* in our column. Other opportunities are given and here are some of the answers. "I can see through this one." "This brassy looking one seems to shine." "Mine breaks off easily." The teacher tries words suggested by pupils and finally arrives at *transparency*, *luster*, *tenacity*.

He crumbles a piece of the dark hematite with a hammer to show that its powder is red while its surface is nearly black, and of the yellow pyrite to show that its powder may be colorless. Then he draws the two minerals across a piece of white unglazed porcelain, to show the powder in that form, for which he uses the word *streak*. He brings a magnet near the piece of black iron ore; the needle is attracted, hence the name magnetite. The teacher shows also a few crystals such as the collection may happen to contain and explains how, when found thus in the earth with smooth faces, the forms are called *crystals*. Finally he arranges the qualities the class have designated in a column, thus:

weight	streak
hardness	luster
cleavage	transparency
fracture	feel
tenacity	form of crystal
color	magnetic property.

We have now in the list of qualities something more than a lesson on physical properties in general. We have made a test-list of properties for minerals, by which to study and identify them. A mineral that has a certain form of cleavage and degree of hardness will be calcite. A mineral with cleavage in three directions, but cubical, with a certain hardness, weight, metallic lustre, will be galena. The study will bring, besides mental training, special knowledge of the science.

Correspondence, etc.

GRAMMAR FOR THE JUNIOR CLASSES.

To the Editor of the EDUCATIONAL RECORD:

DEAR SIR,—The study of elementary English grammar is one which many teachers find most difficult. Grammar is often regarded with a certain amount of dread and the subject is very frequently shirked.

Many persons, teachers included, ask what such young children can learn of grammar? They anticipate a great difficulty, and very seldom make any attempt at clearing it out of the way. How often we