

PRIMARY DEPARTMENT.

My "Don't Forget" Book.

I found myself, like a child, breaking my good resolutions almost as fast as I made them, through forgetfulness. The work, the incidents, the surprises of each day would betray me into neglect of important duties that I had promised myself never to neglect again, or into faults which I had been, at one time or another, most desirous of curing. I found the following plan of aiding my treacherous memory very helpful, and this seems a good time of year to offer it for what it is worth to my sister strugglers:

I wrote upon a little blank book the title "Don't Forget," and entered in it the following:

1. Don't forget to look over my grade and my plans for the term once a week.
2. To arrange windows and ventilators first thing in the morning and regulate heat supply (in the winter) by frequent reference to the thermometer.
3. To give out all available material before school opens and at recess.
4. To have a five-minute talk with children at some time during the day on what they see and do out of school.
5. To insist on good form as well as correct solution in all slate and paper work.
6. To watch the pencils lest the monitor grow careless about the points or retain them in use after they are too short,
7. To have physical exercise after every period of seat work.
8. To refer children who fail in calculation to their counters.
9. To watch the monitors who watch the home readers.
10. To insist on some sign being used to express quantities in written examples, as "in" for marbles.
11. To follow language lessons with a drill on correct forms corresponding to the incorrect forms that have been used by the children.
12. To insist on distinctness in speech at all times.
13. To insist on healthful attitudes.
14. To keep the slow pupils as well advanced as possible by individual teaching.

In my efforts to make my teaching perfect, I have had no such aid as this "Don't Forget" book. Its title alone, as I catch sight of it in going through my desk for other things keeps me reminded of much that it contains.

Another teacher using this device will make other entries, as well as some of the same. Mine referred, of course, to those points in my teaching of management that were in constant danger of becoming weak points.
—*School Journal.*

Snowflakes.

"Father, said George Lee, what makes the snow white?"

"You know, George, replied Mr. Lee, that the snow is frozen water."

When the snowflakes first start from the clouds they are very, very small water drops.

There are so many of them, and they are so close to one another, that they freeze into tiny balls.

After a while a sunbeam peeps out at them and says, "What a lovely place! how many beautiful rooms for me to play in."

So little sunbeam goes dancing from one of the tiny rooms to another.

He leaves a bright light in every room.

By the time the little ball reaches the earth he has left a bright ray of sun in each of them.

All these little lights shining in the tiny water-drop house make it look white.

Little snowflakes always have six sides, or points.

Now, George, if any one asks you why the snowflakes are white, what will you tell them?—*S. Todd, Indianapolis, Ind.*

Seat Work.

Busy work, to be of value, entails much preparation upon the part of the teacher. To pass out to the children work which has been so carelessly prepared that they are unable to follow the teacher's directions, discourages them and destroys all hopes of good results. But if the work has been carefully prepared, the children enjoy doing it and welcome every variety.

It rejoices the observer to see the busy little fingers deftly picking out the part which the bright eyes have selected as the right one, and their eagerness to have the teacher pass by and approve their construction is pleasing to see. Some of the best forms of busy work are these: Envelopes containing pictures, cut into a few pieces to be put together. Envelopes containing colored sticks; separate by sizes, by colors. Envelopes containing colored sticks; lay them in patterns like those on outside of envelope, or on blackboard, as squares, triangles, ladders, tables, etc. Picture book on hinged shelves at side of room. One class at a time use them. Envelopes containing colored cards to be separated by shape, by color.

Envelopes upon which are a half dozen or fewer written sentences; within the envelope, the words which compose them; arrange on desk in same order as on envelope. Envelopes upon which are written easy words; within are the letters which compose them; arrange letters in order of spelling, as on envelope. Envelopes on which are written easy examples in number, as, $2 + 1 =$, $2 \times 2 =$, $\frac{1}{2}$ of 4 and 1 are; within are figures and signs which must be arranged as on envelope.
—*E. M. C. in Primary Education.*