

Give each one a turn at holding his slate out for more ; the variety is infinite, and you will not be likely to find too many alike. Some may be broken so that the six points cannot be counted, but this is easy to explain.

The question is pretty sure to come, "Why don't the great big snowflakes have pretty shapes too? and this may be answered—"Because they are wetter and made up of many little snowflakes frozen together."

The room has grown too cold to keep the window open longer? Then off with the coats and hats and let the children group themselves into the shapes of some of the snowflakes; then huddle two or three snowflakes of children into one big bunch, and they will easily see how the little ones lose shape in joining together to make one big one.

Let them draw snowflakes on the board or slates (they always enjoy this), and after once doing all this they will never forget snowflake beauty.

Tyndall's "The Forms of Water," page 32, gives fourteen different shapes of snow crystals clearly figured. —*E. B. Gurton in Primary Education.*

#### Words Never Known Too Well.

To, too, two.	Dear, deer.
Their, there.	Ours, hours.
No, know.	Sea, seen.
Which, whose.	So, sow, sew.
Chose, choose.	Piece, peace.
Loss, lose, loose.	Die, dye,
Should, would.	Sent, cent, scent,
Were, where.	Be, bee.
Straight, strait.	Four, fore.
Won, one.	Bear, bare.
New, knew.	Hail, hale.
Ate, eight.	Vane, vein, vain.
Blew, blue.	Told, tolled.
Earn, urn.	Write, right, rite,
Bow, bough.	wright.

Wrong, enough, twelfth, ninety, stitch, scissors, with, any, been, close, every, evil, friend, field, pencil, truly, wholly, said, good-by, does.

#### New Books for Primary Teachers.

"A Study of English Words." By Jessie McMillan Anderson. (American Book Co., N. Y. City.)

"Life Histories of American Insects." By Clarence Moores Reed. (The Macmillan Co., N. Y. City.)

"Nature Study." By Mrs. L. L. Wilson, Ph.D. (The Macmillan Co., N. Y. City.)

"Familiar Features of the Roadside." By F. Schuyler Matthews. (D. Appleton & Co., N. Y. City.)

Nature's Diary." By Francis H. Allen. (Houghton, Mifflin & Co., Boston.)

#### THE CLASS-ROOM.

##### COMMON-SENSE GRAMMAR EXERCISE.

Write the correct abbreviation of each of the following words: Sunday, Wednesday, September, Mister, postmaster, principal, superintendent, barrels, dozen, interest, month, number, post-office, first, second, fourth.

Write the plurals of the following names: Tree, bird, wing, grasshopper, cricket, stick, stone, flower, meadow, potato, cargo, family, turkey, hawk, woman, gas, bench, tooth, knife, wolf, thief, plow, monkey, handkerchief, country, cherry, buoy.

Write the feminine forms of the following names: Lion, poet, prince, adventurer, actor, executor, testator, king, father, negro, emperor, duke, hero, widower, tiger.

Write sentences containing the following words used (1) as nouns, and (2) as verbs: Man, load, pass, work, play, hand, whip, heat, chain, stand, fly, rock, strap, point, milk, fan, iron, water, fire, sale.

Substitute a single word for each of the following metaphors: Earth's white mantle; the land of nod; the vale of tears; the staff of life; the king of the forest; the ship of the desert.

Which of the bracketed words is preferable? It tastes quite [strong, strongly] of cloves. He told them to sit [quiet, quietly] in their seats. They live just as [happy, happily] as before. The carriage rides [easy, easily]. Your piano sounds [different, differently] from ours. Doesn't that field of wheat look [beautifully, beautiful]?

Copy the following words, correcting errors in spelling: Sacramento, kernal, cymbol, manouver, bachelor, asylum, gipsy, parsly, pulleys, forfeit, Margeret, counterfet, seperate, associate, exaggerate, advertize, insolvency.

The plurals of some nouns differ in meaning from the singulars: as salt, salts. Give other illustrations.

You are secretary of the Young People's Association of your town: Write a newspaper local calling the members together for a special meeting.—*School Record.*

##### RECITATION RULES.

If you expect to have lessons learned, make them short.

Assign but few lessons to be learned at home; children must have time to work, play, eat, sleep, and grow.

Keep your explanation down to the level of your pupils' minds. A great deal of teaching "flies over the heads" of your pupils. You must learn to talk in household Anglo-Saxon, such as men use in business and women at home.

Your chief business is to make pupils think, not to think for them; to make them talk, not to talk for them; to draw out their powers, not to display your own.