

sight-reading to any extent on account of the constant changes in her school. But if the little ones grow up with even so slight an idea of the great world of Art as we have endeavored to outline, we may rest assured that if the love of it be within them, their ears will be wide open to catch each new strain, and upon even so slight a foundation-stone there may be erected a noble structure.

Sing Softly.

We handle the seedling with exceeding care,—hide it from the scorching sun, shield it from the rising wind protect it from the heavy rain. With kindly heat, caressing breeze and gentle shower it grows a tree—strong, straight and branched in perfect symmetry. The voice of the child is to that of the man as is the seedling to the tree. Hide it from boisterous song, shield it from piercing screams, protect it from shouting chorus. In other words *conserve it*. In thoughtful song, tender utterance and limpid cadence it will grow at once sonorous, pure and flexible as the shades of feeling which agitate the singer's breast. Sing softly.—*Phila. Teacher.*

Music hath charms not only "to soothe the savage breast," but as well to quiet unruly members of many a boisterous school. Music in school never means a loss of time, as many teachers are wont to give as their excuse for not having more singing. It really means more time for the study of arithmetic, history, geography and every other study. Gather up the roving, straggling thoughts of the boys and girls, and have them united into a grand chorus of cheerful singing, and begin again altogether in a united effort on the difficult problems of study. It pays to have music in the school-room.—*Pennsylvania School Journal.*

NATURE STUDY.

Snow.

1. Why do we have snow in winter and not in mid-summer?
2. Where is snow formed?
3. Does it become cold or warm during a quiet snowfall? Why?
4. On a day when snow thaws is the air warm or cold? Why? (Thawing of snow is a cooling process to the air,—a taking in of heat and giving out of cold. The freezing of water vapor is a warming process, storing of cold and giving out of warmth).
5. Does the ground freeze deeper when bare or when snow-covered? Why?

6. Of what use is snow to fall-sown grain; to seeds, to shrubs, and to trees?

7. Why are houses sometimes banked with earth? Would snow answer as well?

8. Describe the construction of an Esquimau hut?

9. Where does snow remain longest in fields? Why?

10. Where does snow remain longest, in open land or in forest? Can you state what changes occur to a stream when its basin has been cleared of timber?

11. Why is snow found on high mountains?

12. What is the cause of snow-crust?

13. Why is it that snow sometimes drifts and at other times is evenly spread?

14. Why is snow whiter than water or ice? What is the color of powdered ice and water foam or spray?

15. The ancients believed that rock-crystal was formed from water which had had all of its liquidity squeezed out of it by long-continued and severe cold. Do you believe this?

16. When are snow-balls best made? What really occurs in the making of the compact ball?

17. Will a slight snow-fall remain longer upon the ground than on the sidewalk? Why?

18. What is a snow-line?

19. Make a summary of the good effects of snow. What harm is done by it?—*Selected.*

Hints in Physics.

Make a paper windmill by cutting a three-and-a-half-inch square of paper from the corners nearly to the centre, and fasten to a pointed stick by a pin passed through the centre, holding down every other corner. See that it turns very easily. Hold this mill over a lamp at different heights. It turns, and thus shows that there is a strong current upward. Study carefully all the air currents caused by the heat from the lamp.

1. Upward current over the lamp.
2. Currents at the ceiling moving away in all directions from over the lamp.
3. Downward currents around the sides of the room.
4. Currents moving toward the bottom of the lamp from all direction to push the warm air up.

Thorough study of circulation of air in the room will give clear ideas about winds.

1. Study the currents around a bonfire. The sparks show the course of the upward current.

2. Air is but slightly heated by the sun's rays. The sun heats the earth, and the earth warms the air.

With this in mind, study land and sea-breezes.

3. Show how the air at the equator is heated. What becomes of the heated air? The wind is upward at the