

Day," and "It is not Always May," while "Hiawatha" and "Evangeline" are full of rich nature-touches. Nothing can surpass "The May Queen" for the beauty of its references to flowers. There are many gems of Tennyson's that are quite within the range of young children. There is a child-song, "The City Child," which would be sure to please:

"Dainty little maiden, whither would you wander?
Whither from this pretty home, the home where mother dwells?
'Far and away,' said the dainty little maiden,
'All among the gardens, auriculas, anemones,
Roses, and lilies, and Canterbury bells.'
Dainty little maiden, whither would you wander?
Whither from this pretty house, this city house of ours?
'Far and away,' said the dainty little maiden,
'All among the meadows, the clover and the clematis,
Daisies and kingcups and honeysuckle flowers.'"

"The Grasshopper," "Nothing Will Die," "Mariana," "The Flower," are all poems suited to children's capacity.

So our spring lessons may grow, perhaps beyond our time-limit, for time is truly short so near the midsummer examinations. But we are building, the children are growing as the flowers themselves are growing, and

"We must not tear the close-shut leaves apart;
Time will reveal the calyxes of gold."

We need the patience of the seed-sower and the gardener, who wait for the slow growth of the plant until it reaches, by degrees, its full perfection.—Miss M. A. Watt in *Educational Journal*.

Common Colors which Harmonize.

Violet with golden yellow.
Ultra-marine blue with golden orange.
Blue with orange.
Turquoise blue with scarlet.
Emerald green with red.
Yellowish green with crimson.
Greenish yellow with magenta.
Yellow with purple.

Colors which do not Harmonize.

Violet or golden yellow with red or emerald green.
Purple or yellow with scarlet or turquoise blue.
Magenta or greenish yellow with orange or blue.
Crimson or yellow green with gold orange or ultra-marine blue.

In every school-room there should be good typical examples of all the common colors. The pupils should be taught to name them readily, and to know which harmonize and which do not.

TEXT-BOOKS.—The disadvantage of the text-book in the upper classes of the elementary schools are lack of intelligence and interest—a fatal defect unless it can be overcome; the advantages are the opportunities for exactness and thoroughness. The two elements should be thoroughly blended—text-book work and oral instruction. The extremes to be avoided are fact-cramming on the one part and flowing talk on the other.—Dr. Hinsdale.

PRIMARY DEPARTMENT.

Seat-work for Primary Pupils.

Let pupils copy the following sentences, filling blanks correctly:

1. A bird has — wings
2. Two birds have — wings.
3. A boy has — ears.
4. Three boys have — ears,
5. A cat has — legs.
6. A wagon has — wheels.
7. Two wagons have — wheels.
8. A bee has — wings.
9. Two bees have — wings.
10. A fly has — wings.
11. Three flies — wings.
12. A cow has — horns.
13. Three cows have — horns.
14. A horse has — legs.
15. Two horses have — legs.

—School News.

For Rainy Recesses.

When the boys and girls are seated give each one a paper and pencil; then each one present in turn must say aloud one word—a noun, adjective, or verb—and then these words must be written down by each one on his slip of paper. Supposing there were ten people, there would be ten words, such as, for instance: Dog, girl, Thanksgiving day, grandma, fine, walking, laughing, kind, grand, poor. Now, when all the words are written some one says, "Ready," and then each person must begin and write a story bringing in every one of the words given, and the stories must be written inside of ten minutes. Then they are all read aloud to the amusement of the whole company.—*The Ram's Horn*.

Teaching Multiplication.

"A primary teacher" asks for a "new method of teaching children to multiply."

If this teacher were not young she would have learned, ere this, that all methods of teaching multiplication are a "delusion and a snare."

Various methods have been suggested by teachers and writers, but we soon learn, by experience, that no way is better than to teach "the lines."

We should use objects, at first, to teach them the principle. Flowers, sticks, circles of paper, or marks on the board may be used. The second and third lines may be taught in this way, but beyond this we need not use objects. When they have learned what "multiply" means, the easiest and surest way is to let