

board, leaving out one or more of the rhyming words, and let them fill the blanks.

A violet by a mossy stone
Half hidden from the eye,
Fair as a star, when only one
Is shining in the _____.
The rooks are alive
On the tops of the _____
They look like a _____
Of jolly black bees.
They all squawk _____
And loud is their _____,
It must be the weather
That sets them a-talking.
The frost and the _____
Are gone from the lane;
They both had to go
When the sun came _____.
Three little goblins one day found
A baby sleeping on the _____,
Hand in hand they danced _____.
See the swan swim
While I scatter for _____
The half of my cake
On the top of the _____.

Some of this work may be done at the seats.

In another lesson the arrangement of lines may be noticed. Look at the rhymes in, "My Shadow" and "The Pond," N. S. Reader 2; "Drive Gently," N. B. Reader 1; "The Little Snow-Shoveller," N. B. Reader 2.

Put on the blackboard, "Sometimes lines rhyme in pairs." Then ask, how many poems with rhymes in pairs can you find in your reader? Then take lines rhyming in threes, as in, "Pull the Weeds" and "A Song for Little May." The children will be eager to look for other arrangements, and different exercises for seat work will suggest themselves, useful for training eye and ear. Make lists of the rhymes in certain poems. Number the different rhymes in each poem, e. g. in "The Arrow and the Song," 1. *air, where*; 2. *sight, flight*; 3. *strong, song*. Pick out the rhyming words that are spelled alike, as *strong, song*; those that are spelled differently, as *air, where*.

Suitable verses for study of rhymes are, in N. B. Readers:—Wonderland, The Mission of the Briars, The Four Sunbeams, The Foolish Mouse, Sleepy Harry. In N. S. Readers, November:—Seven Times One, The Bluebird, The Blind Men and the Elephant, October's Party, Cherries.

For ear training, read to the children verses with different rhyme arrangements and let them write down or name the rhyming words.

[We are indebted for suggestions on this subject to a lesson in *The Teachers' World*, London.]

THE PRIMARY GRADES.

What Children Can Do.

This exercise is intended to make the children think quickly and act quickly, and to encourage observation at all times.

All stand in a ring. One child is chosen as "teacher" and stands in the centre. He or she repeats the lines at the beginning of each verse. Immediately the children think of the answers, which must be in two words—the second one ending in "ing." The child who thinks of an answer steps forward, says it, then acts it, and so an inner ring is gradually formed. This is repeated with each couplet.

1.

"If children will look with the eyes in their head,
Such wonderful things they will see, 'tis said."

- Answers: 1. Flowers growing.
2. Buds opening.
3. Leaves falling.
4. Birds flying.
5. Clouds moving.
6. Sun setting, etc.

2.

"If children will hear with the ears in their head,
Such wonderful things they will hear, 'tis said."

- Answers: 1. Bees humming.
2. Larks singing.
3. Flies buzzing.
4. Leaves rustling.
5. Birds calling.
6. Rain pattering, etc.

3.

"If children will think with the brains in their head,
Such wonderful things they will learn, 'tis said."

- Answers: 1. Quick counting.
2. Fine writing.
3. Neat sewing.
4. Nice drawing.
5. Good reading.
6. Right spelling, etc.

4.

"If children will work with both heart and head,
In such wonderful ways they can help, 'tis said."

- Answers: 1. Play gently.
2. Obey quickly.
3. Work quietly.
4. Run willingly.
5. Speak softly.
6. Be kindly, etc.—*The Teachers' World*.