

But perhaps some one says he approves of good singing in homes and churches, but does not see how it is to be attained. We are now getting at the heart of the matter. To make a Province of abstainers, the most effective plan is to operate on the young; to make a pious nation, the best method is to attend thoroughly to the religious training of the children; to make Ontario resound with melody and harmony, we must teach music to the boys and girls in our Public Schools, and there lay a foundation of

knowledge and taste for the future. The difficulty of obtaining teachers who understand music may be urged as a lion in the path. I reply, this difficulty would be only temporary. The demand would soon create the supply. Teachers would be taught music in the Normal Schools. Pay your teachers well, and you will get men and women competent to teach all ordinary branches, including the fundamentals of music.

SELECTIONS.

OBJECT LESSONS FOR DISTRICT SCHOOLS.

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A SYSTEM of object lessons for district schools seems almost an anomaly, and yet it has been thought that this branch of study might be, in a degree, introduced into our common schools with much benefit. That course of object teaching, as pursued in our graded schools, is, or should be, a closely systematized one—the boundary lines of each step and each grade so closely defined that the teacher knows the exact lesson for each day and week, the precise order in which terms and ideas should be developed, the amount of information to be given by the teacher, and that which should be brought out from the experience of the child, and the given amount to be passed over in each year. No such system of objects teaching can, with any advantage, be pursued in our country schools. Even the thought suggests a bare impossibility. But that a course of object lessons somewhat less systematized, more varied in character, broader in scope and design, higher in aim and purpose, may, with an increased modicum of power, be introduced into our ungraded course of instruction, we think is at present conceded by all.

That teacher who, inspired by a desire for good, and impressed by the commands of our Savior, goes out into the byways and

hedges to perform his mission, has an arduous and difficult work, manifold in its details, extensive and laborious in all its undertakings. He has to deal with mind in all forms and phases—the rough and uncultured youth; the big boys who come to school to “cipher,” and whose first and best intention is to “whip the teacher,” if possible; the “young ladies” of the district, whose principal object in attending the winter school is to “have a good time,” write notes to the boys, and fall in love with the schoolmaster, if he is good looking!—a middle class of “misses,” some of whom, perhaps, really desire to learn, and the “wee toddling little ones,” with fresh, innocent faces, to whom their primers and their teacher are alike an unfathomable mystery. Such is his work; with all this combustible material, ready to ignite and explode at the first jarring chord, with all these human needs and capabilities, and these human souls full of an eternal life and an illimitable humanity, with all the universe in their leaping pulses, reaching out, with eager, grasping hands, into the infinite for life—life in a two-fold acceptance—this ever-present, quickening, pulsing, throbbing dream, and a life terminating only in a Great Beyond, unknown and immeasurable.