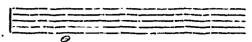
the little fellow that sits on the short step. Here he is,



See how he opens his mouth! He knows he couldn't sing well unless he opened his mouth wide. Make him on your slates, and then I'll tell you what he sings. Do, do, d—o. Sing together. Boys alone. Girls alone. Together. Thank you. When you sing together you sing well, but this little fellow sings alone. How many of you can sing alone? Only Tom? Let me hear you, Tom. Do, do, d—o. That's splendid! Tom, I'm proud of you. Well, Willie, what is it? You want to sing alone? That's right. Sing loud, like a little man. Now Charlie. Now Mary. Very good.

This queer little fellow has a dear little sister, and she is very fond of her brother, she stays near him. Shall we make her, too? Well, then, put her right above the short step, and under the first long step. What does she look like? A ball on a table. Fred says, and Annie thinks, she is like an egg on a shelf. Now listen to the little song she sings to her brother—Re, re, re; re, re, re. Class sing. Again. Once more. Now, we'll have a talk between the brother and sister. When I point to the queer fellow, sing what he says, and when I point to the sister, sing what she says: Do, do, do; re, re, re; do, do; re, re; do, re; do, re; do, re; do, re; do, do; re, re; do, re. Willie and Minnie sing alone. Willie the do's, and Minnie the re's. Do, do; re, do; re, re, re, re, do. Thank you.

Now, we'll make a bold little boy, who always shouts out his own name. Put him on the first long step, and tell him that he must stay there, or you'll have to rub him out. Hear him cry out—Mi, mi, mi. You do the same. Once more. Sing now as I point—Do, re, mi, mi; mi, re, do, do, do, re, re, mi, mi; mi, re, do; do, re, mi; do, re, mi; do, mi; do, mi; mi, do. Boys sing do, girls mi. Now watch my hand, when I close it, the boys are to sing do, and the girls mi. Thanks. When the queer little fellow and the bold boy sing together, do you like the sound? I'm glad you do.

Now our little friends are going to have a game of hide-and-seek, when they are hid, they call out la. Listen! Tell me who this is? (teacher sings, and the pupils name the notes as she sings them.) La. Yes, that is do. La, Willie says, that's the sister. Who's this? Mi. You are right? La, la, la; do, re, mi; la, la; do, mi. You see how nicely you can find them.

When pussy runs up stairs, does she make a great noise? No; she goes up softly. P.P. stands for pretty pussy, and when I write pp on the board, you are to sing softly, just like pussy running up stairs. Sing pp do, re, mi; do, mi; mi, re; re, do.

Frank and Fred run up stairs softly, too, don't they? No! How do they go up? Noisily. Fannie says they make a loud noise. Now we'll put down F.F. and sing as Frank and Fred go up stans. Do, mi; do, mi, re, re, do, do. Shall we sing a song about pussy? Very well, then sing as I point first, and mind the f and pp,

Willie sing it alone. Thanks. You all know "Ding dong bell.' Now, when I point to mi, sing the word "ding," when re, sing "dong," when do, sing "bell," and so on to the end. Very well done. Copy this little song on your slates, then put the names of our little friends on a line below; but, first, I must tell you a secret. These little creatures come from a country far away from here, where they do not spell as we do, and you must not laugh when I tell you the bold boy spells his name m-1, and the sister hers r-0, and the queer little fellow his d-0. So when you write their names, spell them as they do, and then they'll not be vexed.

HOW TO MAKE A CHILD WISH TO COME TO SCHOOL.

BY JOHN B. ADAMS, COOK'S CREEK, MANITOBA.

"A school," says Cousin, "ought to be a noble asylum, to which children will come with pleasure, and to which their parents will send them with good-will." Children do not like to attend school because they are happier elsewhere. Our grand aim then should be, if possible, to make them happier in the school-room than if they stayed at home. How is this to be done? Give them bright surroundings. The lives of the little ones should, if possible, be made bright, beautiful, and full of sunshine. Let the school-room be kept exquisitely next. Adorn its walls with bright-colored maps and tablets, and a few carefully selected and neatly framed prints or chromos (or oil paintings if really meritorious). The latter should be placed there not only for decoration, but as illustrations of some subjects of instruction. Let a few flowers be grown in boxes, in summer, and a bouquet be placed upon the teacher's desk, and from the performance of such acts of love, the pupils will learn to love their teacher and their school.

Some one has said,-

Give, oh, give me the man, Who sings at his work. He will do more work, And do it better.

Song lightens labor. Vocal music should form one of the branches of instruction. This, however, may not be possible, as the teacher may be unable to teach it. If he cannot sing or teach singing, this need not always prevent the pupils from singing, as often some of them can sing fairly or well. These can lead, and the teacher and school can join in. When the scholars evince signs of weariness, all work should be dropped, and they should be wakened up with a sweet, inspiring hymn or a merry, lively song. The children can be marched in and out, the school opened and closed, the copybooks distributed and collected, and much of the mechanical work can be done to singing.

Physical exercises should also be practised for a few moments, several times a day, especially when the children evince dulness or languer.

Many bright, lively children dislike school because they prefer play to work This love for play, which is natural to all healthy children, often operates against the successful working of the school But it need not. It can be made a great help instead of a hindrance. It can be taken advantage of to make school pleasant. Encourage the pupils to get up games during recess and dinner hour. Let them be provided with bats, balls, swings, and gymnastic appliances, however rough and ready the latter may be. If these things cannot be obtained in any other way, let a subscription be taken up among the parents for the purpose, the teacher contributing liberally himself. He will be amply repaid for any little outlay he may make in this direction by the marked improvement which will be effected in the school. Children should have much physical and out-door exercise. This fact is hegi ming to be more generally admitted, but its importance is still under-estimated. It is said that the Duke of Wellington, when once looking on at the boys engaged in their sports on the play-ground at Eton, made the remark,—"It was there that the battle of Waterloo was won." It was the culture of the body that contributed greatly to the power and glory of ancient Greece and Rome. In these nations calisthenics were not left to boxers and drill sergeants only, but were a part of the regular school education. Orators, philosophers, poets, warriors, and statesmen received much of their training in the gymnasium. The blood was thereby made wholesome, the nerves healthy and strong,