

around you. The household is a place of the largest and highest service. What greater thing can any person do than taking the parent's duty, train a child for a useful life on earth and for the heavenly glory! The Sabbath-school is a place of service. What larger opportunity can any person want than that of teaching the impressive minds and hearts of children the great truths of the kingdom.

It was a bitter winter's day. Little Pat was standing behind the board on which lay his papers waiting to sell them. A bright-faced and tender-hearted girl stepped up and bought one, and as she laid the money down she kindly asked, "Ar'n't you very cold?" "I was till *you passed by*," returned the boy. Exquisite answer. Her kind word had warmed through and through the little fellow's heart. Go thou and do likewise.

Friend, he who makes a child's heart brighter pleases and serves his Lord. He who said, "Feed my lambs," said also, "He that receiveth one such little child receiveth me," and he who said that said also, "Inasmuch as ye did it to one of the least of these ye did it unto me." Friend, he who serves a little child, for Jesus' sake, right in that service shall serve his Lord as well. How large a chance for service in the lowliest life!—*Sunday School World*.

Sunday-school Singing.

BY REV. W. H. WYNN.

IN no respect is the Sabbath-school system capable of being made a greater moral power with children than by the singing which they practice there, and in no other particular does the system seem to be under such loose and indifferent management.

My object is to suggest a scheme. Since the Sabbath-school work began great changes have been going on in the public schools with reference to the whole subject of vocal music, so that now, for the most part, children are instructed in the rudiments of the science, in progressive lessons, advancing step by step in this, as in the other branches of their graded system.

Now the officers of the Sabbath-school should note this fact, and turn it to practical account.

The general principle is *that the singing of the Sabbath-school should be conducted scientifically as far as practicable*. Here is the scheme.

1. Let those who furnish the Lesson Papers for the Sabbath-schools, furnish along with them large cards, containing simply the notes of some suitable tune for the children to learn, the notes large enough, and so coloured, as to be easily seen in any portion of a large room, when tacked to an elevated board on the desk.

2. Accompanying these cards, of which there should not be more than two per month, there should be placed in the hands of every member of the school who can read, a slip printed on cheap paper—as prepared to share the fortune of the Lesson Papers, and furnished by the same parties—containing the same notes that are printed on the cards, together with the words, respectively, to which these notes are set. These may be carried home, and preserved in the same way that the Lesson Papers are.

The advantages are these: (1) In almost every Sabbath-school there are those who know enough of music to instruct from cards, but would not be confident, and often would not be disposed, to transcribe a piece on a blackboard or canvas. (2) A few pieces are correctly and thoroughly learned, and committed while learning, instead of many pieces caught up in snatches here and there, and one or two favourite pieces in a book blown fearfully to death. It would be an inconceivable advantage to a school to be able to take up a piece which it has scientifically mastered and thoroughly committed, and give it, where occasion required, such a ringing rendering as this kind of confidence will inspire. (3) The music caught intelligently by the older scholars, and imitatively by the younger, but by both in this more vivid way by cards, will go deeper into the hearts of the children, and linger longer with them, and what is better than all, be carried to their homes and become the familiar strains there, and, in their tenderer moments, that inward,