

Sunday-school Music.

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that of the drill. If he is a persistent drillmaster, with tact and common sense, his leadership will be a success. To train a mass of untrained singers, to bring them out of the harsh voices and ugly habits of song that too often prevail, and to make of them devout and hearty singers of the hymns, old and new, is a great and profitable work.

III. THE SONG BOOKS.

1. Preference should always be given to the song books provided by the Church publishing house. The Church leaders know best what is needed for Methodist schools, and they can command the finest musical talent in song writing.

2. If a new song book is to be selected, appoint a competent committee to do it. Let them take time to get the best, and to see that the words as well as the music of the book are in accord with Methodist doctrine and usage. Many books of jingling tunes are utterly worthless and nonsensical when carefully weighed as to matter and poetic thought. A good song book ought to last for several years, and amply supply all musical needs of the school.

3. One indispensable to good Sunday-school music is to have plenty of song books. A school of one hundred members should have one hundred books, and a few to spare. If well bound and selected, and well cared for and kept afterwards, it is a foolish economy that fails thus to provide the one chief requisite to good singing.

4. The chorister (or the librarian next) should be charged with the duty of seeing that the books are kept in the school-room. They should be given out to the teachers before the opening of the school, the number given to each teacher noted, and should then be collected just before the close. However disciplinary this method may seem, it (or one like it) is imperatively demanded to keep the books from their chronic tendency to be missing when needed.

IV. METHODS OF SINGING.

1. Try a new song every other session. Drill upon it line by line, for a few minutes only.

2. Lose no time in getting ready to sing. Change promptly from song to song.

3. Alternate the singing. Let department or class lead. Let the leader sing a verse and the school join in the refrain.

4. Train to sing softly, at times even in whispered song.

5. Have the school at times to read a verse in concert before singing it. Call attention to the words and meaning of the song.

6. Vary the songs. Mix the old standard hymns of the Church with the newer songs.

7. Have the boys and girls to sing alternately, as a stimulus, specially to the former.

8. Use only a small orchestra, if any. A big orchestra will invariably overshadow and detract from the singing.

9. Use a skilful cornetist as the instrumental "lead." It is better than organ or piano.

10. Do not rely upon a Sunday-school choir or quartette. If you do, let it be home school talent, and not paid musicians, with no other intent than earning their Sunday stipend. It is better to do without a choir wholly.

The worst trouble with weeds is that they have seeds. "Can I get my horses into your pasture to-night?" said a traveller to a Kansas farmer. "No, stranger," was the decided answer, "not with all them cockleburs in the horses' manes and tails. Why, sir, before a year I should have my field covered with the pesky things!" It was not a question of a few cockleburs. Every bur was a seed pod capable of indefinite multiplication. Is there no lesson here for superintendents and teachers? One unruly or disrespectful boy in a class makes more mischief than the best teacher can forestall or undo. It isn't the one prank that he plays, or the one saucy answer, but the general atmosphere of insubordination that is apt to spread through the class in consequence, which makes him so hard to get along with. To "keep him out of the pasture" is not desirable. What shall be done? The alternative would seem to be to make a good boy of him. A two years' experience with such a boy suggests that perhaps the wisest and most profitable thing on the whole that any teacher can do is to spend her whole strength on that boy, and get the class to help her. This was Rufus Choat's famous principle, it is said, when, as often happened, he found an obstinate juryman. All others were ignored till he was conquered. Meanwhile, no doubt, his eloquence was effectual also with the others.—Pilgrim Teacher.