

cup of the wild rose? Yes: did any of you see another cup smaller than the blue one?" "I saw a little green cup," says Freddie. "Yes; where is it?" "Outside the pink one." "Then we have found our flower to have two cups, an outer one which is"—"Green." "Yes, and an inner which is"—"Pink." "Now, I'm going to tell you two other names for these cups. The outer one we call calyx, and the inner corolla. Now, all pronounce them: 'calyx,' 'corolla.' To-morrow we will learn some more about our flower."

THURSDAY.

"We will have a nice talk to-day, children, as I see you have all brought roses, and can look for yourselves. Do you remember what we learned about it yesterday? Yes, it has two cups, an outer and an inner. Can Annie tell me the names of the cups?" "'Calyx' and 'Corolla.'" "Does any one know of what use they are? Well, I will tell you, but first we must find out some other parts of our flower. All look into the corolla and tell me what you see." "Some little yellow stalks," says Agnes. "Do you think they are all of the same size? Yes. Well, I would like you to all look again." "There is a big one with a green top in the middle," says James. "Yes. Now, you may all put your fingers into the corolla and touch the tops of the little stalks. Now, look at them." "Why, mine are all yellow!" "And mine!" "And mine!" "Yes; now you may touch the big one." "That's sticky!" "Do you know what it is you have on your fingers? What does it feel like?" "Flour?" "Powder!" "It is a kind of powder called *pollen*. Can you all say that? Yes; and where did you get this pollen?" "From the little stalks." "That is right; but I am going to give you another name for them. We call them *stamens*. (All pronounce together). Now, would you like to know the name of the stalk with the little green head? It is a funny name, and I am sure all the little boys will remember it. It is *pistil*. Now, what are the little stalks called?" "Stamens." "And the big one with the little green head?" "Pistil." "Now, I am going to tell you something very strange about them. Way down in the bottom of the pistil there is a little room where seeds are; and when some of the powder or pollen from the stamens falls on the pistil, it wakes up the little baby seeds. These seeds then grow and grow until they get quite big, and when Jack Frost comes they fall to the ground. There they get food and water from the earth, and then grow into plants like this one in the spring."

FRIDAY.

"This is the last day we shall talk about our little flower, and I want to see how much you have learned

about it. Who can tell me all the parts of our wild rose?" "Calyx," "Corolla," "Stamens" and "Pistil." "Now, of what use do you think the calyx and corolla are to the stamen and pistil?" "They keep them warm." "Yes, and keep Mr. Wind from blowing them down. They are useful in another way. Some little stamens like to give their pollen to other flowers, and when Mr. Bee visits them for honey he covers his wings with the pollen and carries it to the other flowers. The corolla attracts the bee by its bright color and sweet perfume."

"If there were no stamen and pistil, what do you think would happen, George?" "Why, there would be no baby seeds." And if there were no seeds, there would be no nice flowers next summer. Now, which do you think is the most important part of the flower? Yes, the pistil, because that is where the little seeds live. Now, do you not think we have had a very nice week talking about flowers? Yes, and I think you ought to love the good God very much, who has made all these beautiful flowers for you."

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#### Notes for Teaching Music by the Tonic Sol-fa Notation.

##### TWENTY-FIRST PAPER.

Many teachers in studying this form of music find special difficulty with the time, and seem to think that it is the notation that is so difficult. Time and the notation of time are too different things, and the difficulty of time requires to be mastered whatever notation is used. The Tonic Sol-fa methods, if strictly followed, will be found most helpful in overcoming all the difficulties in music. In this system at all stages the thing is taught, and after that is mastered the notation is given. If this be not observed, do not blame the system for the difficulties that may arise. We think there is no special difficulty in the Tonic Sol-fa notation of time, for young children, who know nothing of the staff notation, readily understand it, and can write it. Do not look at this notation of time through, and interpret it by the staff, as this is the cause of much of the difficulty felt.

In this system of music the pulse or beat is the unit for time. Keep this clearly before the mind in teaching or learning both time and its notation. Do not attempt to teach at once the two separate things—time and its notation—with the additional difficulties of tune added. This is entirely contrary to the principles of the system.

The first thing, then, is to let the pupils hear sounds repeated at regular intervals, say tapping with