

draw the hills. Another came and dotted one of the hills with sheep, which were made more distinct by a few dashes of green crayon, for background. Two or three roofs and fences, represented Bethlehem, and the great star beamed silently down upon the house where lay the infant. A few touches added by the teacher, brought life into the picture, made very crudely to be sure, yet cleverly, by the little people themselves. Words cannot describe the delighted interest displayed by the children during the whole story. It was followed by a repetition of the words of the familiar carol,

"While shepherds watched their flocks by night
All seated on the ground."

which crystalized very beautifully the thought of the picture. Encourage illustrations of all kinds. It is a power worth developing and a source of unbounded pleasure, both to yourself and the children.

HOW TO VARY SEAT WORK.

(Continued from Nov. 15th.)

ARNOLD ALCOTT.

In my former article I named two of the objects which the teacher should have in view, when prescribing seat-work for her pupils. These were, first, to give employment to both head and hands; in other words, to give both mental and manual work. Secondly, to develop the power of observation, or the perceptive faculties.

I now proceed to other objects which should be had in mind when determining this work. Seat employment should aim at the developing of the inventive or imaginative powers, and at assisting the pupil in expressing his thoughts clearly whether in representation of objects, or in words.

Let us tabulate these for better remembrance. The object of the teacher should be:

1. To employ profitably both head and hands.

2. To help the pupils to observe minutely, and so to discriminate.

3. To develop the inventive or imaginative powers.

4. To aid the pupil to express his thoughts.

Perhaps a few more exercises will be helpful. Let every teacher examine these, on the above principles, for her own satisfaction.

SCRAP BOOKS.

9. Have pupils bring cards, old picture books, magazines, illustrated papers, guide books, etc. Then having classified them somewhat, let the scholars cut out all the faces, and then let a few paint them with mucilage. Let this dry. Have a few of your class arrange some of these faces in a page of your book. Then wet and stick just as you would a stamp. What a fuss and muss this method saves!

10. In another book have pictures of animals classified according to countries, or according to zones.

11. In another have pictures of the different varieties of birds, and have your best writers place suitable gems underneath.

12. Devote another to flowers for the different seasons.

13. Another to leaves, according to form, margin, etc.

14. In another place pictures of the different nationalities.

15. In another place pictures illustrating the definitions in geography.

16. Another may be given to gems on different subjects, such as Kindness, Thanksgiving, Truthfulness, Courtesy, etc.

17. Another may contain the pictures of the principal places in the Dominion, or in Toronto.

BLACKBOARD.

18. Teacher writes on the board:

"I see——." Class copy and fill in with a picture of the object as "I see a **h**," instead of writing the word "chair."

19. In this the pupils write the names of the objects which they see, as, "I see a flag."

20. Same as eighteen but use "I have."

21. Same as nineteen but use "I have."

22. Teacher makes lists of words from the Reading Lessons and omits some of the letters from the words. The pupils are to hunt up these words, and of course must write them out in full.

23. Write a story about $10 + 9 - 4$.

24. Write all the words having silent letters in them.

25. Write all the name-words, in your lesson.

26. Go on a fishing expedition and catch all the nouns which you can.

27. Write all the names of colors which you know.

28. Write all the Christian names of girls which you remember.

29. Write all the Christian names of boys which you remember.

30. Write the names of all the tall people whom you know.

31. Write the names of all the short people whom you know.

32. Find all the work-words or action-words in your lesson.

33. Write all the words of one syllable.

34. Teacher writes a number of words in lines on the board. Pupil to arrange these so as to form a sentence from every line.

35. Pupil to write questions beginning with the word "what," then "where," and then "why."

36. Supplementary reading is an invaluable seat exercise.

THIS right spirit manifests itself in profound SYMPATHY for child nature. Sympathy is the most potent force in the school-room. It is that which gives effect to the teacher's method and wisdom to his philosophy. "Gentle of heart, yet knowing well to rule," with strong mind made stronger by the power of affection, he imparts along with knowledge a love of knowledge, and with notions of moral obligation fosters an unswerving loyalty to duty. To this is added a spirit of self-sacrifice which some one has called the spirit of God Himself, the most significant trace of the divine image in the human soul. "Education, habit, the cultivation of sentiments will make a man dig or weave for his country as well as fight for it." It ought to make a man teach for his country as well as legislate for it. It is the thing that gives strength and beauty especially to the teacher's character, for his work

is noble, and neglect of self is the essence of nobility. "Let the thought of self pass in and the beauty of a great action is gone—like the bloom of a soiled flower.—*Ex.*"

For Friday Afternoon.

WORDS WITH A MEANING.

Six little words arrest me every day:

I ought, must, can—I will, I dare, I may.

I ought—'tis consciences law divinely writ

Within my heart, the goal I strive to hit.

I must—this warns me that my way is barred,

Either by nature's law or custom hard.

I can—in this is summed up all my might,

Whether to do or know or judge aright.

I will—my diadem, by the soul imprest

With freedom's seal—the rule within my breast.

I dare—at once a motto for the seal,

And dare I? barrier 'gainst unlicensed zeal.

I may—is final, and at once makes clear

The way which else might vague and dim appear,

I ought, must, can—I will, I dare, I may;

These six words claim attention every day.

Only through Thee know I what, every day,

I ought, I must, I can, I will, I dare, I may.

—Chambers's Journal.

LITTLE DILLY-DALLY.

I DON'T believe you ever
Knew anyone so silly
As the girl I'm going to tell about.
A little girl named Dilly,
Dilly Dally Dilly!
Oh! she is very slow;
She drags her feet
Along the street
And dilly dallies so!

She's always late for breakfast,
Without a bit of reason:
For Bridget rings and rings the bell,
And wakes her up in season.
Dilly-dally Dilly?
How can you be so slow?
Why don't you try
To be more spry,
And not dilly-dally so?

'Tis just the same at evening;
And its really quite distressing
To see the time that Dilly wastes
In dressing and undressing.
Dilly-Dally-Dilly
Is always in a huff
If you hurry her
Or worry her,
She says, "There's time enough."

Since she's neither sick nor helpless,
It is quite a serious matter,
That she should be so lazy, that
We still keep scolding at her.
Dilly-dally-Dilly,
It's very wrong, you know,
To do no work
That you can shirk,
And dilly-dally so.

—The Nursery.

"In the realm of education," said Henry Ward Beecher, "schools are often made good for anything but places where happiness is developed. No schoolmaster ought to feel less than this, that every child should twine round about him as the morning glory around its support. Woe is me! I never was happy at school. I hated it with a sincere, genuine, unmistakable hatred, and I do not know but I do yet. The law of making men happy ought nowhere else to be more emphatically inculcated. I think there is no wrong that is so intolerably mean as that by which public men will screw down to the starvation point men and women that are trying to make their living as teachers. If there be one place where we ought to induce people to make a life profession, it is the school. The salaries should be a premium to make it perpetual. Instead of that, we are constantly having raw material, raw material."