will interest the children. There are the spruces, the balsam fir, the hemlock, the cedar, the pines. Do these keep their leaves all winter? Why? Do their leaves fall or are they "ever" green? (See REVIEW, Vol. XI, page 116). Is the Tamarack an evergreen? Pick out one near the school-house and let the pupils watch it for a few weeks to find out. See how many kinds of pine trees you may find in your walk. The White Pine has five needle-shaped leaves in a bundle (fascicle), the Red has two long ones and the Scrub Pine has two short ones.

There will be a scarcity of insect life in these autumn days. A search on the under side of leaves, along branches, in decayed stumps, under ground, will reveal their winter homes. Dig in the ground around a potato hill that has been infested with the potato beetle. This pest passes its first stage in the ground as do many other injurious insects. Their eggs and larvæ are protected from the attacks of enemies, sudden changes of temperature, from hot noon-day suns and night frosts. One advantage of fall ploughing is that the farmer turns out from winter quarters, and perhaps destroys, plantations of insects that would otherwise give him trouble the following season.

Look along the stems of golden rod, willow and other plants for swellings or knobs. Cut one open, look at the inmate and see what inimitable houses have been provided for these winter residents.

What has become of the birds which gladdened the woods all summer? Will they return again, and why? What advantage is it for the birds to go to and from their summer and winter homes in flocks? Are the young birds which were hatched during the past summer ready for a long flight south? How have they spent the time since leaving the nest? How do they know the way south? Have young birds the same plumage as old ones? Which parent do they most resemble? (the female.)

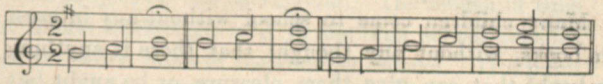
What change is gradually taking place in the weather? Why is it becoming cooler? When were the days and nights equal? When will the day be shortest? Watch the sun at setting and you will see it approaching nearer the south. Watch it at noon-day and it will be seen gradually lower toward the horizon week after week. The younger children will thus associate the shortening of the day and the sun's course in the sky with the increasing coolness. Afterward they will be ready to appreciate the fact that the greater the angle at which the sun's rays strike the earth the greater the cold; and the less the angle the greater the heat.

In the November REVIEW, we shall take up topics fitting for that month and early December. These lessons will be prepared for primary work, but every teacher may adapt them to his or her needs. Genuine nature study is a study of nature in all her aspects, the union of the elements of all the sciences. Books are great helpers; but the object of prime importance is to get the children interested in the little world of their own neighborhood and observe its wonders.

FOR THE REVIEW.]

Music in Schools—Grades IV and V.

When fourth grade work is commenced, as usual, a thorough drill upon the last year's work is necessary. Particular attention should be given to time, and copious exercises in writing music from sound. Twenty minutes a day could be made to show good results in this grade. It is now time to drop rote songs—gradually, of course, as the children get so they can read new songs for themselves. In the last half of the year, two-part songs may be introduced. Teach the alto part first, having the children read it for themselves, then the soprano in like manner, afterwards having both sung together. Preparatory exercises like the following are good to



accustom the class to the blending of tones. Divide the class into two sections, one for each part.

Up to this time classes have been told where to find *do* in each new selection they have to read. It is now time to teach the location of the key-note for each signature. The name of the key is as yet unnecessary. They can readily learn the location of *do*; probably each of them will know that when there are no sharps or flats *do* is found on the added line below, and in the third space. They will remember, after a little drill, that when there is one sharp, *do* is on the second line; that when there are three flats, *do* is on the first line; that when there are three sharps, *do* is in the second space, etc.

The fifth grade is merely a continuation of the same work, with "line upon line, and precept upon precept." Drill, practise and study—study, practise and drill upon what has been already learned, and read new songs constantly for pleasure as much as for practice. In addition, teach the names of the major keys; one sharp is the key of *G*, and *do* is found on the second line; four flats represent the key of *Ab*, and *do* is found in the second space; in like manner throughout the keys. This, with ever constant reading at sight new songs and exercises, will comprise a year's work.

LUELLA E. BLANCH.