corresponding note on the modulator, or making the manual sign. When this new character is firmly established in the mind, go on making other signs, or pointing on the modulator, and the children will make any change without feeling the difficulty, and enjoying the exchanges in the character of the notes. This must not be tried until the class get a few lessons in transition. Let the teacher point the following on the modulator, passing into the left hand column at the bridge note, sustaining the sound on the new syllable thus : fah d——

No. 3. *Key C.* *Key F.*

{ | d :r | m :f | ᵇd :— | r :m | f :m | r :d

Key C.

{ | t_1 :d | r :m | ᵇf :— | m :r | d :t_1 | d :— ‖

After this has been done with ease on the modulator, it may be written on the blackboard, and sung from the notes.

Let the teacher try to get the class to discover that this change into the column on the left, the flat keys where the distinguishing note te is changed into the flat fah, which is a duller note, takes some of the brightness out of the music.

No. 4. *Key D.* *Key G.*

{ :d | m :— | m :f | ᵇd :r | m :f | s :— | —

Key D.

{ :d^1 | t : l | s :s | f :m | m :r | d :— | — ‖

The teacher may multiply examples. Be careful to hold the bridge note with its new name.

Music for schools should not be written in four parts, but two part harmony, with an *ad lib.* bass. The easiest way in which children can be got to sing in parts is probably on the modulator, following two pointers. First one part may sing d, and the other the notes of the DOH chord up and down. Then change parts. Then this may be varied, still using only the notes of the DOH chord. Then such an exercise as the following may be pointed the two parts at the same time, the left hand pointing the lower part and the right hand the upper. Then change parts.

No. 5.—*Key C.*

{ d r m f s l t d^1 d^1 t l s f m r d
{ d t_1 d r m f s l l s f m r d t_1 d

Other simple exercises may be pointed, using the interval of a third, varied by a fifth and an octave. Rounds are also very useful for introducing part singing, because they are generally simple, interesting, and chiefly because each part is always singing the melody. This point indicates that if children are to sing in parts there should be melody in the alto as well as in the treble, and the intervals comparatively simple.

CORRECTIONS.—p. 51, first column, 10th line, read "between r m"; middle of column read "m r d t_1 d". 6 lines down read "then in the first key". Second column, 2nd line, read "F (sharp)". 23rd line read "taatai." 24th line read "half pulse". Near the foot of column read

| d : d . d | d,d.d,d: d | m : m . m | m,m.m,m: m
| s : s . s | s,s.s,s: s | d^1:d^1.d^1 | d^1,d^1.d^1,d^1:d^1 ‖

For the REVIEW].

Canadian History, in Standard IV. Ungraded Schools.

At the earnest request of Inspector Mersereau, I send you a report of a lesson given to the 4th grade in my school. I hope this will lead to an interchange of ideas on this subject through the medium of the REVIEW, as my own method seems to me to be far from satisfactory, though the Inspector is good enough to be pleased with the results.

The class before me has drawn a map of the county, and knows why the county is divided into parishes. It has also drawn a map of the Province, and has a pretty clear idea of its divisions and why they were made. This they did in the 3rd standard, and at the same time we picked up scraps of local history, such as incidents in life of early settlers, etc., from some of the oldest inhabitants.

Before the school opened the boys were talking very earnestly together, and I heard the word "election" frequently used; so, when the class was before me I proceeded as follows:

TEACHER. What were you talking about so earnestly this morning before the bell rang?

PUPILS. We were talking about the election of councillors.

T. How many councillors are elected?

P. Two for each parish.

T. What two are going to be elected for this parish?

P. There are four candidates, and the two that get the most votes will be elected.

T. Each voter can vote for how many candidates?

P. Two.

T. Whom is your father going to vote for, John?

JOHN. Mr. B. and Mr. J.

T. And whom does your mother intend to vote for?

All boys—(laughing). Women don't have votes.

T. No? Why not?

Pupils, puzzled, hazard various answers.

T. Whom does your brother Charles vote for, James?

JAMES. He does not vote yet.