

Try to develop the desolate or awe inspiring effect of FAH. Show the manual sign,—the hand closed, the forefinger pointing downwards towards ME, to which FAH has a tendency to go. Give a few ear exercises, asking the class to simply look for the FAH. Next bring out the mournful effect of the weeping LAH, the manual sign for which is the hand hanging down from the wrist.

Key C.  
d<sup>1</sup> : t : l : — : t : d<sup>1</sup> : m : — : l : — ||

Key C.  
l : l : s : d<sup>1</sup> : t : l : t : l : — ||

Key Bb.  
m : r : d : — : t<sub>1</sub> : — : l<sub>1</sub> : — ||

From the extended modulator it will be seen that the intervals between the tones of this chord are the same as in the DOH chord. So to the left hand, alongside d, m, s, we have s<sub>1</sub>, t<sub>1</sub>, r, and to the right, f<sub>1</sub>, l<sub>1</sub>, d. Point on the modulator d, m, s, s, m, d. Next ask the same tones to be sung to *lah*. Then tell them to sing the same tones to f<sub>1</sub>, l<sub>1</sub>, d, d, l<sub>1</sub>, f<sub>1</sub>, pointing to these notes on the side column.

Point and sing such exercises as the following and ask the pupils to copy after the teacher has sung each.

Key D.  
d : m : s : — : f : l : d<sup>1</sup> : — : d<sup>1</sup> : l : f : — ||  
s : m : d : — ||

Key C.  
d : m : s : — : f : l : d<sup>1</sup> : — : s : t : r<sup>1</sup> : — ||  
r<sup>1</sup> : t : s : — : d<sup>1</sup> : l : f : — : s : m : r : d ||

After the pupils have learned the notes of this chord the teacher may give simple voluntaries on the modulator. Use the new tones only as passing notes.

Teach tunes on the modulator, then they may be sung to the manual signs, and next from the books or blackboard. Rounds may now be sung as such.

Accustom the pupils to point exercises and tunes on the modulator from memory and to sing them. If the pupil hesitate to sing alone, ask the class to sing with him the first pointing, and then ask the pupil to sing alone the second time. Encourage and help the pupil. In pointing voluntaries on the modulator avoid getting into ruts, and as far as possible point musical phrases that the pupils are likely to meet. In the modulator exercises anticipate any more difficult intervals that will be met in the new tune to be taught in that lesson.

#### TIME EXERCISES.

6. — Key A. Bugle call "Extend."

m : — : d : — : m : d : m : d : s<sub>1</sub> : — ||  
m : — : d : — : m : d : m : d : s<sub>1</sub> : — ||

7. — Key F.

d : d : r : m : f : s : — : l : s : f : m : f : s : m : d : d ||  
d : d : r : m : f : s : s : l : s : f : m : f : s : m : — : — ||

8. — Key G.

s<sub>1</sub> : d : — : t<sub>1</sub> : l<sub>1</sub> : t<sub>1</sub> : d : r : m : f : m : r : d : d : t<sub>1</sub> : r ||  
s : — : f : m : l<sub>1</sub> : r : d : t<sub>1</sub> : d : — : — : — : ||  
taa-aatai taa taatai taa taa taa-aa-aa-aa saa ||

In exercise eight we have a note of one and a half pulses and then a note of half pulse. The tune names are taa-aatai. The last pulse of the measure is silent, so no note is given, the space is simply left blank, no sound, so no sign is needed. The time name is saa. Further, No. 8 is in six-pulse measure, which is made up of two measures of three-pulse, each alternate strong accent becomes a medium accent and is indicated by a shorter line. JAS. ANDERSON.

For the REVIEW.]

#### Educational Reform.

"Teaching is supplanted by the hearing of lessons." \* \*  
"The remedy rests with school boards and teachers."—  
Editorial in April REVIEW.

MR. EDITOR,—It seems to a trustee that the "remedy" rests not with the school boards but with the Council of Public Instruction. Let the Council proscribe text-books that allow of the *supplanting* complained of. Teachers then will not have opportunity of *hearing of lessons*. In the meantime blame neither trustees who have no authority and are powerless in the matter, nor the teacher, so long as such books as the three geographies are *prescribed* to be gotten up by the pupils for grading examinations and inspector's visits. TRUSTEE.

Yar. Co. N. S.

#### PERSONAL.

W. E. Thompson, Esq., who was last term promoted to the principalship of the Albro Street School, Halifax, is meeting with much success in his work. Some of his pupils have been making interesting observations in the realm of "Nature Lessons." The *Morning Chronicle* intimates that Master Walter Hart of Windsor Street has made the discovery that the Pear Tree Borer—the Pine Borer—lately discovered in the Western Counties has made its appearance in Halifax.

#### SCHOOL AND COLLEGE.

The following are the number of students standing the terminal examinations in the county academies reported: Halifax, 150; Pictou, 120; Truro, 70; New Glasgow, 70; 133 made application for admission to the Halifax Academy at the entrance examinations.

The examination of candidates for matriculation into the N. B. University will take place at the Girls' High School, St. John, on the 12th, 13th and 14th June. Other candidates for matriculation to the University