

the space between the two dots, and it should be sufficiently long to indicate that the sound of the note is to be continued through the whole of the pulse; thus :—, not: —, or :—. The music will appear as in 3.

For the tune names write in each measure | *taataa*, strike out the second *t* and replace it with a dash; thus *taa-aa* in exercise 3.

Get 4 sung first to the time names and then to the syllables, in each case marking the accents clearly giving each note its full value.

4. { | *d : d* | *d : —* | *m : m* | *m : —* | *s : s* | *s : —* ||
taa taa taa-aa.

Then reverse the order, and afterwards give various exercises using only one and two pulse notes. Let the teacher now give six taps, alternately strong and weak, and after a pause give six taps but strong, weak, weak, strong, weak, weak, and ask the class to tell distinctly the difference. They will note that the first divides into 3 periods of two strong weak, and the other into 2 periods of three strong, weak, weak. Then get 5 and 6 sung after pattern given by teacher. A pupil will next write the accent marks, and another can fill in the notes, and then the exercise may be sung from the board.

5. | *d : d* | *d : d* | *d : d* ||

6. | *d : d* | *d : d* | *d : d* ||

7. { | *d : d : d* | *m : m : m* | *s : s : s* | *m : m : m* ||

8. { | *d : —* | *d : —* | *m : —* | *m : —* | *s : —* | *s : —* ||
taa-aa taa taa-aa-aa

Sing 7 and 8 to time names, and then to the syllables. This is three pulse measure. Let the pupils have exercise in writing two and three pulse measure on their slates or on paper, and afterwards in filling in notes to the teacher's dictation of time names. Treat four pulse measures in a similar way. When a piece of music begins with the strong pulse it is said to be in primary measure. A piece beginning with any other than the strong pulse is in secondary measure.

SECONDARY MEASURES.

Two pulse { : | : | ||

Three pulse { : | : : | : ||

Four pulse { : | : : | : : | ||

ELEMENTARY CERTIFICATES.

Sadie M. Armstrong,

Beatrice Gossip,

Dorothy Smith,

Lulu Dickson,

Henry Murray Malcom,

Allina Pellow,

Maud Mosher,

Katie Ward.

NOTE.—In the Windsor, N. S. schools 14 pupils passed the examination for the Junior Certificate, and six of Miss Burgoyne's class for the elementary.

JAMES ANDERSON.

Too Many Studies.

The "most influence citizens" of Fall River, Mass., recently sent in a petition to the school committee of the town protesting against the numerous studies provided for young children. There is an element of humor in the document, and well as a great deal of truth. The school board sent it to a sub-committee which is wrestling with a new curriculum. Its labors are not likely to be lightened by a study of it:—

"The undersigned hereby wish to enter their formal protest against the course of studies approved by you for the public schools of Fall River, particularly in the grammar grade. As parents, knowing something of what is being taught, we wish to say that we think too many studies are given in grammar schools, and that too much is thereby expected of children ranging from 10 to 14 and 15 years of age. We think it much better that our children should come out of school at the end of their school course with a fair amount of learning and good healthy bodies and minds, than that they should graduate with minds crammed with knowledge but with nerves unstrung, so that what knowledge they have acquired will work to their disadvantage rather than aid them in the struggle of life. When you, ladies and gentlemen, went to school, it required six hours daily, five days in the week, to get a fair understanding of the three R's, commonly known as reading, writing and arithmetic. When the grammar school was reached, geography and grammar were added to the above-named studies. But your children and ours are expected to achieve greater things than we did, and are therefore required to learn in addition to the studies named above, physics, civics, composition, declamation, book-keeping, physiology, drawing, music, stimulants, narcotics, morals, etc. We think the system in vogue in our grammar schools, especially, is faulty, and tends to discourage rather than encourage the scholars in a healthy interest in their studies. Most of the studies are uninteresting, and have heretofore been taught only in high schools and colleges. To try and cram into the minds of children problems hardly intelligible to their parents appears to us to be an imposition that should receive the protest of all parents and others who have the best interests of the rising generation at heart. Of what use is it, pray, to try to teach civil government to a boy and girl of 11 and 12 years? It is a sad commentary upon our civil government to-day that our best citizens hold aloof from all participation in its enactment. If that is so, why should our schools try to discourage these children, who ought to be glad to participate in shaping the legislature of their country,