intelligent to keep up the interest of both teacher and pupils, and thereby render the school pursuit more a pleasure than a labor in its operations.

MUSIC.

In the department of Music great improvement has been effected during the past two years. The introduction of the study into the Primary Schools has rendered it a subject of increased interest and pleasure to the teachers and pupils of all the schools. The commencement of the study in the Primary Schools determines the degrees of advancement for the Grammar and High Schools, the pursuit of which is both agreeable and profitable. The proficiency attained by the younger pupils in the scientific developments of the study is remarkable. They learn the names of the notes and other musical terms, with their position and value on the scale, so that they can read music from the blackboard and from the books even before they are able to manage with readiness the lessons of their ordinary readers. Instead of retarding scholastic progress by the interruption of an irrelevant study, the effect of the music lesson is that of attracting the almost undivided attention of the children and of applying it in its enlivened interest to the most delightful labors of the school room. The difficulty usually encountered by teachers in the effort to concentrate the attention of the class upon the subject of study, does not appear in the working of the music lesson. The very appearance of the music teacher in the class room is the signal for an anxiously desired change in the order of the exercises. The awakened interest of the children is plainly exhibited in their countenances and movements. The change produced is that by which the recess for for amusement relieves the labor of the less attractive class pursuits.

It is evident that the introduction of music as a systematic study in the Primary Schools has elevated their scholastic standing. This is realized in the fact that the additional

interest awakened by the working of the music lesson is transferred to the other studies of the class. By this transfer of interest from the subject of greater to subjects of less interest, the minds of the pupils are rendered more active and more efficient in their action. The greater activity produced by the study, in the motions of the mental powers, not only enables their extended application, but disposes them to such application. The favorable result is apparent as well in the more rapid improvement of the pupils, as in their increased attachment to the class and to the school.

I have long believed that there might be introduced a system of primary class reading by the elocutionary scale, that would be as attractive to the learner as the use of the notes and tones of the musical scale. The elocutionary scale is seldom used, and but very few of the pupils of any schools are informed that there is such a thing as a scale by which the tones of an octave are employed in speaking and reading. A moment's practice in the monotone shows the difference between its use and the use of the octave, even in ordinary conversation. What is needed in this department is the reducing of the practice of the elocutionary scale to such a a condition of simplicity that it may be apprehended readily by the younger pupils. The reason why the elocutionary scale cannot be used in its place as well as the musical, is yet to be shown. In my efforts to accomplish this object, for a time, and not without profit, I secured the services of the music teacher of the western district. The design was to develop practically, and in its simplest form, the elocutionary or reading scale. The plan pursued was that of working the reading scale in the run of the octave, in a similar manner to that in which the musical scale is used. Generally, in schools, there is but little effort to educate the physical organs used in the exhibition of the mental powers. This seems to me to be a necessary part of education. The practice of the voice upon the vowel sounds, with their occasional and frequent explosion, is a good physical as well as mental exercise. Much more of this sort of exercise than is practiced should be common in our schools. The education of