

“Scales: The writing in the treble staff or in tonic sol-fa notation of the major and minor (harmonic and melodic) diatonic scales; the naming of given scales and the marking of the position of semi-tones; the naming of given keys and the writing of key signatures.

“Musical terms and signs as commonly used in vocal music: **Italian** terms with their English equivalents, and *vice versa*; expression marks, signs, and abbreviations.

“Translation of passages from staff notation to sol-fa notation, and *vice versa*, and introducing the common accidentals of the sharpened fourth and flattened seventh (*fe* and *ta*) or modulation (transition) to the next sharp or flat key.

“Methods of Teaching: Questions may be set on the methods of teaching vocal music, including such subjects as breathing, voice-training, time, tune, and ear-training.”

15. Clause 51 is further amended by deleting all the words after the words “Vocal Music” in paragraph (10) thereof, and substituting the following:—

“Scales: The singing of major and minor (harmonic and melodic) scales; one of each scale, ascending and descending, to be sung to ‘*laa*’ or tonic sol-fa syllables.

“Ear Test: A simple test consisting of short phrases in 2/4, 3/4, 4/4, or 6/8 time to be imitated from the examiner’s pattern; note-values to range from semibreve to semiquaver; rests and dotted notes may be included; no interval, with exception of octave, to exceed a major sixth; three or four short phrases to be given, one of which may be in the minor key; candidates may be asked to write down in sol-fa a phrase of four or five notes from the major diatonic scales, the *doh* being given by the examiner.

“Time: Time tests of a few measures to be sung on one note or to tonic sol-fa time names to examiner’s counting or beat; dotted notes, rests, the tie or bind, and the pause may be included; note values and times as mentioned for the ear test; distinct tests for each notation will be given.

“Tune—Tune Test (Sight Singing): Two melodies, each consisting of not less than eight bars in any major key to four sharps or four flats, and set for a medium-pitched voice; the sharpened fourth and flattened seventh (*fe* and *ta*) or modulation (transition) to the next sharp or flat key to be introduced (in one of the melodies at least); compass not to exceed an octave, no interval, with the exception of the octave, to exceed a major sixth, and no notes of syncopation to be used; the melodies may be sung to ‘*laa*’ or the tonic sol-fa syllables by the candidates, who may choose the notation from which they will sing; keynote to be given by the examiner.

“*Viva voce* questions on the notation, &c., of the tests given may be asked at the discretion of the examiner.”

16. Clause 51 (11) is hereby amended by deleting the paragraph beginning with the words “Candidates may obtain exemption.”

17. Clause 51 (13) is hereby amended by deleting the paragraph beginning with the words “Candidates holding certificates.”

18. Clause 51 (18) is hereby amended by deleting the words “(alternative with Elementary Chemistry).”

19. Clause 51 (19) is hereby amended by deleting the words “(alternative with Elementary Home Science).”

20. Clause 52 is hereby amended as follows: (1.) By deleting all the words in paragraph (16), and substituting therefor the following:—

“*Education I (Two Papers)*.—A. (i.) The physical and mental development of man. The chief physiological, psychological, and ethical characteristics of the infant, the child, the adolescent, and the adult. The skeletal, muscular, and nervous systems, and the condition of their healthy development. The nature of fatigue. The development at the various stages of growth of instinct, emotion, sentiment, will, habit, memory, imagination, and judgment, and the educability of these.

“(ii.) Principles and methods of teaching as applied generally in carrying out the aims of education through the normal pursuits of the school. Candidates will be required to possess a knowledge of the following, and their pedagogical implications:—

“B. (i.) Stimulus and response; native and acquired responses; play; imitation and suggestion; perception and apperception; association, memory, and imagination; habit and the acquisition of skill; reasoning. Mental development and the conditions of effective learning.

“(ii.) The technique of class-room practice, including a knowledge of the commonly accepted class-room practices, as well as the more recent innovations; organization and management of the school and class-room, *e.g.*, horizontal and vertical classifications, group work, individual work. Types of lessons as determined by (a) aims; (b) motivation; (c) environmental conditions. Lesson plans and the correlation of studies. Oral