

Jeannie, R. Matheson  
Dornoch



ROBERTSON'S BOOK  
OF THE MOST NOTABLE

Jeannie Matheson  
Dornoch

*Some body's got no sense*

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~~\_\_\_\_\_~~


THE PERTSHIRE  
SCHOOL SONG BOOK:

*W. H. K.*  
~~\_\_\_\_\_~~  
*Ya-ra-ra-boom-de-ay*  
In the Tonic Sol-Fa Notation.

96 pp. Crown 8vo.

*Hannie Matheson*

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*Hannie Matheson*

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INSTRUCTIONS

H.M. INSPECTORS OF SCHOOLS

TO

WITH REGARD TO  
**Examination of Music in Schools,**

WITH EXAMPLES OF THE TESTS APPLIED.

1. The music-tests are not to be applied to individual children.
2. If during the examination the Inspector should notice that *one* or *two* voices are unduly leading the bulk of the children, such voices may be silenced for a time.
3. Teachers may be allowed to start, but not to join in, the singing, except when adding a bass or independent part to the song-tests. It will be found advisable (especially in girls' schools) to allow the teacher to sing the ear tests to the children.

The Staff-notation tests will be found equally applicable to the systems of "fixed" or "movable" *Do*; a set of Tonic Sol-fa tests closely corresponding to those in the Staff-notation is appended. In schools where both the Staff and Tonic Sol-fa systems are taught, different divisions may be presented in either notation.

5. As Inspectors may find that the application of every test to each of the divisions will occupy more time than can be allotted to this one subject, it may suffice for the purpose of recommending the higher grant of one shilling if *two* tests are applied to each division; the tests being varied in different divisions, *e.g.*, note and time, time and ear, ear and song, &c.

6. For either the lower or higher grant *three* songs must be prepared in the first division and *five* in each of the other divisions. There is no objection to a repetition of some of the same songs in different divisions.

7. A school which has applied for the higher grant, but has failed to secure it, may be recommended for the lower grant of sixpence without further examination, if the Inspector is of opinion that the time and attention devoted to music would have secured the lower grant.

8. In cases where the different divisions show varying degrees of merit, the Inspector will use his discretion in adjudging the grant according to his view of the whole case.

9. For purposes of examination, the standards may be grouped into divisions thus:—

- 1st Division—Infants.
- 2nd „ Standards I. and II.
- 3rd „ Standards III. and IV.
- 4th „ Standard V. and upwards.

This, of course, only applies to large schools; in small schools Inspectors may permit any grouping which they think justified by the circumstances. If desirable, small schools may be examined in two division only, provided that a certain number of children in each of the two divisions are able to pass some of the tests applicable to Divisions II. and III. respectively.

10. In schools not having more than one certificated teacher the songs may be sung in one-part only, instead of two parts; and no higher tests should be required of Standard V. and upwards than those of Division III.

11. In large schools where the standards are taught and examined separately, a higher proficiency may be demanded in Standards II. and IV., than in the lower standards in the same division.

12. During the years 1887 and 1888 not more will be expected from each standard than the work prescribed for the division next below that in which the standard would fall according to paragraph 9.

## FOR SCHOOLS USING THE TONIC SOL-FA METHOD AND NOTATION.

### DIVISION I.

1. To sing from the Examiner's pointing on the modulator, the tones of a *Doh* chord in any easy order, using the Sol-fa syllables.

2. To sing sweetly an easy school-song or action-song, previously prepared.

The of the music should if possible lie between C and D', and the words be such as children can understand.

*d m m d m s, d l n s, s, d m s, d m m d m s,*

### DIVISION II.

*Test.*—1. To Sol-fa slowly from the Examiner's pointing on the modulator; in any keys—the key-tone and chord being given—the tones of the *Doh* chord in any order and the other tones of the scale in stepwise succession.

*d m s d' s m s d m r d m s l s f m s l t d'*

*Time Test.*—2. To sing on one tone to the syllable "laa" an exercise including one-pulse and two-pulse tones, in two-pulse or four-pulse measure.

*Example:* | 1 : 1 | 1 ; - | 1 : - | 1 : 1 | 1 : - ||

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*Ear Test.*—3. To imitate a simple phrase of not more than four notes, using the syllable "laa," after hearing the Examiner sing (or play) it twice through.

*Example:* d m r d || d' s l s || s d' t d' ||

*Song Test.*—4. To sing in unison, in good time and tune, and sweetly, a school-song (set to words) previously prepared.

*d m m s s f f l l s d' t l s f m r a v m d,*  
DIVISION III.

*Note Test (Modulator).*—(a.) To Sol-fa from the Examiner's pointing on the modulator, or from dictation, in any key, simple passages in the major diatonic scale, including *fe* and *ta* in stepwise progression, used thus, s f e s—d' t a l.

*Example:* d m l s m f r s f m s d' t l s f e s f m s d' t a l s l t d' s m d.

*Note (written or printed).*—(b.) To Sol-fa at sight a written or printed the notes of the *Doh* chord in any order, and any other notes of the major diatonic scale in stepwise succession. The exercise not to contain diffculties of time.

*Example:* | d : d | m : r | d : m | s : f | m : s | l : s | l : t | d' : - ||

*Time Test.*—2. To sing on one sound to the syllable "laa" an exercise in three-pulse or four-pulse measure, containing one-pulse notes, half-pulse notes, and whole pulse rests on the non-accented pulses of the measure.

*Examples:*

|| 1 : 1 | 1 : 1 | 1 : 1 | 1 : 1 | 1 : 1 | 1 : 1 | 1 : 1 | 1 : 1 | 1 : 1 | 1 : 1 ||

| 1 : - | - : - ||

|| 1 : - : 1 | 1 : 1 : 1 | 1 : 1 : 1 | 1 : - : - | 1 : : | 1 : : 1 ||

| 1 : : 1 | 1 : - : - ||

*Ear Test.*—3. To imitate to "laa," and afterwards name any three consecutive of the scale, which the Examiner may twice sing to "laa" (or play), each time first giving the *Doh* chord, or the scale.

*Example:*—Examiner sings d m s d' s m d. Then to "laa" he sings s f m. The children then repeat to "laa," and afterwards give the Sol-fa names.

This test should only be applied to the more advanced children of this division.

*Song Test.*—4. To sing in two parts, in good time and tune, and with due pression, a school-song or round (set to words) previously prepared.

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Note Test (written or printed).—1. To Sol-fa slowly, any simple diatonic passage in the major key; also a similar simple passage containing a transition of one remove indicated by bridge notes.

Example:

d m s f m r d s d t, d m r d s f m s l t d' ||  
 d s m f r d m s d' d' s f m r f m m l t d' s m d m r l s t, d ||

Also, to Sol-fa a short passage in the minor key or mode, introducing se, used thus—l se l; but without introducing fah or bah.

Example: l t d' t l se l t d' l r' d' t l d' t l se l ||

Time Test.—2. To sing on one tone, one or more series of notes in two-pulse, three-pulse, four-pulse, or six-pulse measure, including pulse-and-a-half notes.

Example:

1 : -	:	1 : 1	1 : - . 1	1 : 1 . 1	: -	
1 : - : 1	1 : - . 1 : 1	1 : - : -				
1 : - : -	1 : 1 : 1	1 : - : 1	1 : - : -			

Ear Test.—3. To imitate and afterwards name the notes of a simple diatonic phrase consisting of not more than four tones, which the Examiner may sing or play twice, each time first giving the *Doh* chord.

Example: s m r d || d m l s || d' l t s || s l s d' ||

This test should only be applied to the more advanced children of this division. Should special aptitude be shown they may be asked to name the *time* of an easy passage sung twice to them by the Examiner.

Song Test.—4. To sing, in good time, tune, expression, and in a pleasing quality of tone, a school-song in two or more parts or round (set to words) previously prepared.

N.B.—It is hoped that, at some future time, the relation between the Tonic Sol-fa and the Staff Notations will be taught to Scholars in Standard V. and upwards.

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 West End,  
 Dornoch, J.P.M. J.K.M.  
 SCHOOL SONG BOOK.

GOD SAVE THE QUEEN.

Key A.

d	: d	: r	t <sub>1</sub>	: - . d	: r	m	: m	: f	m	: - . r	: d
m <sub>1</sub>	: m <sub>1</sub>	: f <sub>1</sub>	r <sub>1</sub>	: - . d <sub>1</sub>	: s <sub>1</sub>	d	: d	: l <sub>1</sub>	s <sub>1</sub>	: - . f <sub>1</sub>	: m <sub>1</sub>
d <sub>1</sub>	: d <sub>1</sub>	: f <sub>1</sub>	s <sub>1</sub>	: - . l <sub>1</sub>	: t <sub>1</sub>	d	: l <sub>1</sub>	: f <sub>1</sub>	s <sub>1</sub>	: - . se	: l <sub>1</sub>
God	save	our	gra	cious	Queen,	Long	live	our	no	ble	Queen,

r	: d	: t <sub>1</sub>	d	: -	: -	s	: s	: s	s	: - . f	: m
f <sub>1</sub>	: m <sub>1</sub>	: r <sub>1</sub>	m <sub>1</sub>	: -	: -	m	: m	: m	m	: - . r	: d
f	: s <sub>1</sub>	: s <sub>1</sub>	d <sub>1</sub>	: -	: -	d <sub>1</sub>	: m <sub>1</sub>	: s <sub>1</sub>	d	: - . d	: d
God	save	the	Queen.			Send	her	vic	to	ri	ous,

f	: f	: f	f	: - . m	: r	m	: f . m	: r . d
r	: r	: r	r	: - . d	: t <sub>1</sub>	d	: t <sub>1</sub> . d	: s <sub>1</sub> . l <sub>1</sub>
s <sub>1</sub>	: t <sub>1</sub>	: r	s <sub>1</sub>	: - . s <sub>1</sub>	: s <sub>1</sub>	d	: r . d	: t <sub>1</sub> . l <sub>1</sub>
	py	and	glo	ri	ous,	Long	to	reign

m	: - . f	: s	l . s	f : m	: r	d	: -	: -
d	: t <sub>1</sub> . l <sub>1</sub>	: s <sub>1</sub> . f <sub>1</sub>	f <sub>1</sub> . s <sub>1</sub> . l <sub>1</sub>	: s <sub>1</sub>	: f <sub>1</sub>	m <sub>1</sub>	: -	: -
s <sub>1</sub>	: f <sub>1</sub> . m <sub>1</sub>	: r <sub>1</sub> . d <sub>1</sub>	f <sub>1</sub>	: s <sub>1</sub>	: s <sub>1</sub>	d	: -	: -
	ver	us,	God	save	the	Queen.		

Thy choicest gifts in store,  
 On her be pleased to pour,  
 Long may she reign.  
 May she defend our laws,  
 And ever give us cause  
 To sing with heart and voice,  
 God save the Queen.