

breaks the monotony of the school session, music comes to cheer and inspire.

It is in itself a wonderful art, powerful in effect, useful from an educational as well as pleasurable point of view, and mighty in its influence. I would therefore make an earnest plea for the instruction of music in our public schools, giving the reasons which have appealed so strongly to me as logical and clear, and worthy of attention.

First, consider the physical benefit. It is impossible to sing well without full, free respiration, and on this account, no exercise is more beneficial in strengthening the lungs. This means quickening of the circulation, purifying of the blood and nerves roused to activity.

As a mental discipline, quite a degree of energy is required in order to read a difficult piece of music at sight, and it has been said that mathematics can claim no superiority above the profound study of harmony.

No art so strongly stirs the emotions of child or man, as music. It appeals to the ethical side of his nature, and awakens a love for the beautiful, brightest and best. Mark the effect of a patriotic song; as the enthusiasm of the singer bursts forth, it rouses his audience to feelings of courage and loyalty, and inspires to noblest deeds of valor and patriotism. In our churches, music lends a charm to the service, filling one with a spirit of devotion and sanctity. As the soft breath of wind stirs to rapturous melody the silent lute, so music strikes the tenderest, deepest chords of the human heart, making them thrill with the purest, noblest emotions in nature. The influence of music in the home is so gentle and refining. What picture stays longer in memory's store-house, than the group around the home fireside, enjoying an hour in song. There, parents and children are knit, as it were, by a bond so united and sacred, that though time and distance may separate them, naught can efface the remembrance.

As a matter of discipline, music aids greatly in public schools; so much so that it has been said by prominent educators, one can easily tell by the deportment of the pupils, if it is not taught. Horace Mann used to say, "If your children are restless, do not scold them, but sing to them."

Still another feature supporting the advisability of school music, presents itself. It is an accomplishment to be able to sing at all; it is a great accomplishment for one to read music readily at sight, and sing with good expression; and this can be systematically taught and understood in school. In this way, many children, who could never have the benefits of private tuition, receive from a full course in the public

schools, knowledge sufficient to enable them to start toward earning a livelihood by that means. In Boston and other large cities, many churches draw their choirs from the public schools; and from the same source the Handel and Hadyn Society, the Apollo and Boylston Clubs, and other private musical organizations, recruit their numbers.

Then let me say in closing this first paper, give the children the happiness, the inspiration, and the many other benefits to be derived from the study of music, and allow a subject which touches the general public on so many sides its well deserved place in the school curriculum.

In a subsequent article, I will give some thoughts as to the best methods of teaching music in school.

M. U. G.

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#### **Madame Kraus-Boelte and Her Kindergarten in New York City.**

This lady stands deservedly in the first rank of kindergartners, not only in America, but also in England as well as in Germany, her native land. The patrician character of her early surroundings register themselves in her cultured and high-bred manners which charm by their sweet simplicity. Her father was a lawyer, holding the position of judge or chief magistrate in Mecklenburg Schwerin, and later on in Hamburg, and her ancestors, on both sides, were distinguished for learning and ability. A large connexion made her home a literary and musical centre, fruitful in social cultivation. She was born in 1836, before the kindergarten was formulated, but its distinctive features, freedom, self-activity, æsthetic work and moral and religious culture were finely illustrated in this model household. When four years old, she began to learn reading, writing, dancing, sewing and knitting. The instruction which she received with her brothers and sisters, from accomplished and learned men was broad and thorough, and supplemented by daily excursions in which the children were systematically introduced to the wonders of nature, art, trades and manufactures. On returning home, they were encouraged to make experiments in reproducing what they had seen. She had a family of twenty-one dolls from two feet in length to one inch. The industrious, clever child made and took care of all their clothing, and in the apartments of her doll-house went through an elaborate form of housekeeping. At fifteen she was sent to spend a few months with one of the best families in Hamburg where the elegant surroundings were an education in themselves. On her return home, she devoted