

## PREFACE, PART I.

A brief inspection of the plan of study embodied in "School-Day Melodies" will show that the work has been prepared, as its name would suggest, with a view especially to the requirements of the schoolroom. Childhood declares itself the realm of gladness and song, just as surely as the dawn of a summer day calls up the voices of the birds. It is during early life, when the young mind is so keenly sensitive to new impressions, that we find presented to us our best opportunities for implanting the germ of refined thought and cultivated taste. This is the time in which we may begin to develop a real appreciation of music (not *noise*),— and, by habitual care and watchfulness, we may interweave with the first simple melodies of our little ones, a valuable lesson in vocal hygiene,— the habit of singing gently while the voice is young. Children below the Fourth Grade should *always* sing softly; those beyond that grade should avoid singing forte in all exercises, rounds, etc.; and in using the songs, they should observe faithfully the dynamic marks which have been inserted in "School Day Melodies" in accordance with the recognized principles of musical expression.

The opening exercises of each grade are suitable for time studies "on one tone," as well as for practice in sight reading. Additional Time Exercises, *written* on one tone, are to be found at the end of each book. Every grade contains matter in harmony with the regulations of the Provincial Course of Study. The original tuning exercises, rounds, etc., have been expressly prepared to facilitate the work of the teacher. Very detailed explanation as to method in teaching is set forth in "The Song-Teacher's Guide" essentially a teachers' manual— which is at the same time a companion volume to School Day Melodies and the key to its most intelligent and successful interpretation.