

7. Next let the teacher sing, a number of simple phrases while pointing them on the modulator, and get the class and individual pupils to sing these after his pattern. Then have these sung by the pupils from the teacher's manual signs, but still after the pattern, and require the pupils to make the signs while singing. The manual sign for *fah* is the forefinger pointing downwards, indicating that this tone seeks *m* after it as *t* seeks *d* after it:

d m s s f m, s f m f s, m s f m r d,
d r m f s f m, d r f m s f m, d t d r m f f m.

8. Give the pupils a number of the phrases they have already sung, but now without pattern; simply point them on the modulator or make the manual signs. It is well in these exercises to require the pupils also to make the signs.

9. Write some of these phrases on the blackboard, first without time and accent marks, and after with these, and get them sung to the notes, and after to the open syllable *laa*.

10. The teacher may now teach some simple school song that has any of the tones of the scale except the sixth, which has not yet been taught: or such a tune as Moravia.

11. Next teach by pattern some of the more difficult intervals, *r f, f r, d f, s f,* etc. After teaching one introduce the interval several times in a modulator voluntary before taking another. These intervals should be taught in phrases thus:

d r m f m r f m, s f m r f r m d.

Such a tune as Mozart may now be taught from pattern, though the tone *l*, which has not been learned, appears once in it.

The tone *lah*, the weeping tone, with manual sign all the fingers hanging, may be taught similarly.

After the pupils can recognize the new tone *lah*, have learned its mental effect, its leaning tendency to *s*, its place in the scale, and its name, the teacher should next let the pupils hear the *f* and *l* in their chordal connection. These two tones with *d* form the third chord *f l d*, the chord with *d* as its fifth, as the chord *d m s* is the chord with *d* as its root. The teacher should drill the pupils in the three chords. As the practice in the leaning tones should not be confined to stepwise progression, so in chordal exercises the exercise should not be confined to the *soh*, and *fah* chords, but should be varied stepwise progression. If they are confined to these the exercises become puzzling and will be found difficult even for advanced pupils. These chords resemble the *doh* chord and so lose their individual character, and the mental effects of the tones are lost sight of when their key relationship becomes obscure.

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For the Review.]

Social Aspect of the Kindergarten.

What is the object of education?

Dr. Hailman says "That the object of education is the development of new independent individuality, fitted for life and society, capable of happiness, and efficient for usefulness, on the basis of morality and reason."

Or, in other words, its object is to prepare men and women for useful lives, to be pure, honest and truthful.

If education has aimed so high, should we not try as early as possible to educate the child for this end?

It has been said that the child's education must begin in the cradle. It is the mother who should give the child its first ideas of those laws, in accordance with which he must live, to insure a happy and useful life, none of which are more important than those dealing with his relation to others. From her he should learn that he is one of a universal brotherhood, should be shown that he stands as does everyone in a middle position—above some, below others—that he can give to the one, accept from others, and that he is necessary to both as both are necessary to him.

Father, mother and child form the first community, and the family is the first link in the chain of humanity. But as the child grows older, he finds the home insufficient, he longs for the companionship of children of his own age. Left to himself he forms habits, such as selfishness, love of teasing, and destructiveness, which if left unchecked would prevent him becoming a useful and happy member of society.

He needs to be introduced into a larger circle, where he will meet numbers of children of his own age. Here the kindergarten steps in and supplies the need, and here the child learns, without detriment to his individuality, that his little self is only part and parcel of the universe, and he may give of himself to it.

The kindergarten has also advantages over the primary school. In the primary school there is generally a large number of children, and the teacher cannot give sufficient attention to each child. The work given is in many cases far above their capacity, and being for this reason uninteresting the little ones not only get tired but gradually acquire a dislike for study.

This may not always be the teacher's fault, for there is generally a certain amount of work to be gone through in a stated time, and the teacher must try to force so much knowledge into the children that they may pass the required examination. But because of a smaller number the kindergartner can