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*There is no result without cause. Wrong education and upbringing produces ugly personalities, whereas a fine upbringing and good education will bring forth superior sense and feeling, as well as nobility and purity of mind.<sup>2</sup>*

## **Every student has the ability to learn**

I want to teach in such a way that every student learns and learns well. If a student isn't understanding or remembering the lesson, then I must change my approach. Rather than thinking that the student is slow or unable to learn, I try another idea.

I strive to find the key to unlock a student's ability.

This is the art of pedagogy. This is where a teacher must have endless capacity to improvise and create situations where the student can succeed. And it's a wonderfully rewarding outlook to have. And it's really quite easy.

Any teacher is tremendously fulfilled when a student learns something, learns it well and finds joy in the process. After experiencing that positive feedback from students, a teacher wants it again and again.

Here's what happens. These successful students greatly encourage the teacher. Then the happy teacher finds it easy to enlighten even more students. Simply put . . . it becomes a cycle of successful learning and gained self-esteem for all involved.

## **The great natural ability of all students**

When I look out at a group of students I feel I am looking into the faces of bright persons. I want them to learn all I know and more. I want them to stand on my shoulders, to be better than I am. Then, humankind advances and improves.

Young people whose curiosity has not been stifled are amazing creatures. They are like scientists exploring their surroundings. They should be given the opportunity to wonder and to be curious. With only a little help from a teacher, they will feel a marvelous combination of pride, fulfillment and growth when they investigate their questions and find their own answers.

There's much to be explored and learned. If given the right environment for learning, students will demonstrate great ability and intelligence. The materials I've designed support these beliefs.

## **Dependable, well thought-out, versatile materials**

You'll find the materials I've created easy to work with. They can be used in your special way to create the learning situation that your students need from you. They are versatile as well as interchangeable. It is remarkably easy to use them and in the process, master the fundamentals of music theory.

The materials are large enough so a student can easily absorb the information. They are colorful since everyone naturally prefers color to black and white. The colors are soothing to help keep the class in order.

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<sup>2</sup>Shinichi Suzuki, NURTURED BY LOVE, (Exposition Press), c.1969 p.24

Let them practice singing patterns during one or more sessions. Once they are able to sing patterns easily, progress to step two.

Step two - Number Cards: If you teach young students who may not write their numbers very fast and there are no older students or adults available to help them, you can use *Number Cards*. Place the cards in five piles in front of the students. Play the pattern twice.



Call on a student to write out the pattern with the *Number Cards*.

Cards should be returned to their piles between patterns.

Step two - Number Slates: Give each student a *Number Slate* and pencil. If you teach young students, let them tell their parents which numbers to write.

Continue to use middle C as the starting note since they will sing the patterns before writing them on their *Number Slates*.

“Please put your pencils and *Number Slates* on the rug in front of you. Here’s the first pattern. I’m going to play it two times.”

