

and co-operative play and action to the *greatest possible number of organs*, embracing muscles, superficial and deep-seated viscera, absorbents, veins, arteries, capillaries, nerves, brain, and will, upon which depend the restoration and preservation of health, and a uniform, vigorous action of all the functions of both body and mind.

The "Health Lift" or "Lifting Exercise," as the means of physical culture, and preserving and restoring health, has been extensively and thoroughly tested, proved, and commended, by thousands of eminent scientific, professional, and literary men, and leading journals throughout the land, such as Oliver Wendell Holmes, Henry Ward Beecher, Robt. Collyer, De Witt Talmadge, O. B. Frothingham, W. I. Buddington, H. M. Scudder, Prof. Edward Hitchcock, Horace Greeley, *Scientific American*, *The N. Y. World*, *The Home Journal*, *The Atlantic Monthly*, *The Christian Advocate and Journal*—in short, by professors of colleges, clergymen, physicians, lawyers, journalists, and professional gymnasts universally—until there is no doubt of the efficacy and usefulness of the "Health Lift" or "Lifting Exercise," as a means of physical culture and health. By such competent testimony it has been demonstrated that it affords the *greatest amount of general and invigorating exercise, in the least possible time, with the least possible trouble, fatigue, and nervous exhaustion*, curing the sick, strengthening the weak, and invigorating the healthy.

The reason why the "Lifting Exercise" is not found in every family and school is because the machines or apparatuses, heretofore produced, are so bulky, heavy, and expensive, as not to be convenient or generally afforded—those claimed to be good costing from \$100 to \$300, and weighing from 300 to 1,500 pounds.

The importance of this system of physical training has led a gentleman, whose name is not unknown to the educational world, to invent a light, cheap, compact, portable parlor apparatus, which has finally brought this invaluable method of restoring and preserving health and invigorating the reach and means of every student, every teacher, and every school. The apparatus weighs only fourteen pounds, and will cost about twenty five dollars; at the same time it possesses all the advantages of the high-priced and heavy machines. It is easy to predict that, ere long, no teacher, and no school however small, will be without the "Health Lift."

The Kindergarten—What is it !

BY MRS. WOOLSON.

The Kindergarten is an institution of which people in general hear much and know but little. That the word means literally children's garden, and signifies some strange, foreign method of instructing children by turning study into play, is the utmost that the public gathers concerning it from the literature of the day. Some prejudice, even, attaches to the new system where it is but vaguely understood; it is supposed to be a pleasant substitute for real work, delightful to the childish temperament, but questionable as a means of instilling into it the learning of the schools. People who entertain the notion that a childhood, to be profitably spent, must be subjected to daily repression under the eye of the teacher, and take its revenges in lawless hilarities when once out of doors, distrust the new-fangled ideas that would seek only to develop, and not to oppose, the natural tastes.

They often recall, with no little satisfaction, their own early school days, when they passed their time mostly in dull inaction upon hard seats, enlivened now and

then by a recitation, which consisted in standing at the teacher's knee, in great discomfort of mind and body, and drawing out the names of certain pointed figures called letters, to which an awful penknife directed their eye. School appeared to them then as a place of penance from which their souls revolted, but to which they were driven merely because it seemed the thing most contrary to their wishes; and this is the aspect which they believe it should ever wear to the mind of the child.

But a pedagogue has risen in these latter days who insists that this process is entirely wrong; that it aims to train only one portion of our nature, and does that but poorly, and that its methods are calculated to disgust a child with learning at the very start. Rousseau, indeed, had uttered the same protest long before, vehemently, and with many fierce denunciations of the follies of his age. The world listened, admitted that he was more than half right, but laughed at his glorious chimeras, and still kept its tender youth bent over their primers and pothooks. Pestalozzi listened, and following his bold lead, reduced to successful practice many of the principles thus declared. But there was much for him to perform; he could confine himself to no one period of life. Frederick Froebel, a younger man than he, and at one time his pupil, realizing that the bent of the mind and character is given in the earliest years, set himself to the task of evolving a course of training for the youngest minds. He spent a lifetime in studying the natures of children, and the best means of training their varied faculties; and when he died, in 1852, he had perfected a system full and harmonious, and had thoroughly tested its efficiency. It is this which is now claiming the attention of parents and instructors under the name of the Kindergarten.

The first stage of education is all that it claims to effect; with later work it has nothing to do. It must not, therefore, be confounded with object lessons, which are deservedly gaining a place in all schools, even the highest. The latter are an outgrowth of the same principles upon which the Kindergarten is founded, but they are disjointed exercises that may be grafted upon any process of study, at the pleasure of the instructor; the former is a system complete in itself, and makes no compromise with the old practices, but sets them utterly at naught, and assumes the entire control of the pupil's mind, during the first years at school.

That it is entirely unlike our present method of teaching the elements of education will be evident from a few statements. And first; while our public schools are commonly forbidden by law to receive pupils younger than four or five years of age, the Kindergarten system makes it desirable, and almost necessary, that pupils should be entered at the age of three years, and often they are admitted even younger than that. At the age of seven they have completed the instruction of the Kindergarten proper, and are ready to pass on to higher schools.

Second.—Although the child is supposed to be at the Kindergarten for four consecutive years, he is not taught his letters there, and has no need to use them, as he never sees a printed book in the hands of his teachers or scholars during that time. As a special favor to parents, he may be allowed to learn the alphabet and simple reading, just before he leaves to prepare him for the education that awaits him elsewhere, but this forms no part of the Kindergarten system itself.

Third.—In the place of text-books, he has a great variety of materials given him to work with; and from these, used with care and method, under the eye of the teacher, he learns not only the elements of many branches of study now taught in our higher schools, but also the first steps