

to promote the harmonious expansion of the child's whole nature, the kindergarten may claim to produce very tangible results without appearing to aim directly at them. Amongst these results we may especially mention the following :—

1. The child's senses are cultivated, and through them his mind is awakened.

2. In playing with the gifts the child gains considerable knowledge of arithmetic—counting, addition, subtraction, multiplication, etc.

3. In an experimental way he gains a practical knowledge of form, size, and proportion. He knows something of horizontal, vertical, sloping, straight, and curved lines; of triangles, squares, and oblongs; of spheres, cylinders, cubes, prisms, and this knowledge prepares the way for an intelligent comprehension of geometry.

4. The occupations not only allow the child to acquire individual experience by producing and reproducing something of his own, but they lay a foundation for the manual training which is coming to be recognised as an essential part of any intelligent system of education.

5. By means of conversation, stories, and singing, the child's vocabulary is greatly increased, his pronunciation is improved, and he is taught to express his own thoughts freely and correctly.

6. Drawing is encouraged as a means of expression, and the training of the eye and hand so obtained greatly simplifies the acquisition of reading and writing.

7. The child's whole environment and training in the kindergarten foster the development of his sense of beauty.

8. The co-operative work of the kindergarten, the games, and the rational method of discipline, shew the child the nature of his acts in relation to others, and promote his moral and social training.

Such are some of the more obvious results which can be claimed by a good kindergarten, and if children could come to school with such a grounding it is evident that the work there would be greatly facilitated, especially if the teacher