

*Davidson, Alice ...	York.	Springer, Elizabeth	Elgin.
Dawson, Eva	Kent.	*Staples, Susannah.	Victoria.
Forgie, Agnes	Lanark.	Steady, Annie C....	Ottawa.
*Glassford, Mary E.	York.	Stevens, Ann	Huron.
Harvey, Annie M..	Wentworth.	*Thompson, Maggie	Victoria.
Haskett, Eliza	Grey.	Waddell, Lizzie F.	Prescott.
*Hoskins, Cecilia C.	Lincoln.	Walker, Cath. R...	Perth.
*Hudson, Celeste...	Elgin.	*Wallace, Mary ...	Peel.
Magen, Clara	Hamilton.	*Watson, Carrie J..	York.
Miller, Amelia	London.	Weller, Matilda C.	Lennox and
*McCulloch, Marg't	Perth.		Addington.
*McLean, Matilda M.	York.	Welstad, Anna	Lincoln.
*McLean, Marg't A.	Victoria.	*Westman, Mary A.	York.
*O'Leary, Alice	Victoria.	*White, Mary A. ...	Wentworth.

II. Papers on Practical Education.

1. OBJECT LESSONS.

Each exercise in object lessons should be conducted with a view to forming habits of attention and careful observation through the use of the senses.

FORM.—In Nature's school, children first learn to know things as wholes; they learn to know their parts afterward. The teacher who would be successful must follow Nature's plan of instruction. Present, therefore, common objects as wholes, and lead the pupils to notice resemblances in shape, first; afterward direct their attention to prominent differences.

A *Box of Forms and Solids*, containing Forms and fifteen Solids, has been prepared for the special purpose of *Object Teaching*.† This is the most important aid in illustrating the various forms and solids.

Select the Form to be taught from the Box of Forms, and lead the pupils to observe it, and then tell them its name; next require them to mention other objects having the same shape. Proceed in this manner with each Form and Solid, and continue these exercises until the pupils can recognise and name each.

COLOUR.—The pupils should be led to distinguish resemblances and differences in colour, from "coloured cubes," or cards, and to group together objects of like colours. They should also learn the names of the six principal colours.

OBJECTS.—The lessons on *Common Objects* should be simple and conversational, treating only of their most obvious parts and uses. Such common objects as a bell, chair, slate, pencil, hat, cup, knife, etc., are appropriate for this purpose. The pupils should be led to notice and point out the principal parts, and encouraged to tell what they see and what they know of each object shown them.

HUMAN BODY.—The lessons on the Human Body should lead the pupils to notice and name the parts, as head, neck, trunk, arms, hands, legs, feet; also parts of the head, as crown, face, forehead, cheeks, chin, mouth, nose, eyes, ears, etc.

DRAWING ON SLATES, ETC.—The exercises of *Drawing and Printing on Slates* should be introduced in such manner as to give an interesting variety to the class-work; also, so as to aid in the discipline of the class, by giving the children something to do that will interest them after they have become tired with their other lessons. The children might be allowed to use slates for drawing, as a reward for good order and attention. Short daily exercises may be made very useful.

LENGTH OF EXERCISES.—The exercises of this grade should not be continued upon the same subject longer than fifteen minutes at one time, without materially changing the manner of the exercise.

DISCIPLINE.—Young children cannot attend to the same thing for a long time without change in the form of attention. Their natural activity demands frequent changes in the position of the body; also constant but varied employment. If the teacher does not furnish the needed employment and changes of position by variety in her methods of instruction, the children will seek to gratify their need by play. Therefore children should never be compelled to sit without employment, either for the mind, the hands, or the body.

Children should be led to do right by encouragement rather than be driven by fear. Judicious praise is more efficient than scolding. Teach them to be cleanly, mannerly, truthful, and obedient. Let good examples of these traits be commended frequently.—*Am. Ed. Monthly*.

* Normal School Students.

† From "How to Teach. A Manual of Methods," At Peoples' Depository, Toronto.

2. THE KINDERGARTEN SYSTEM OF EDUCATION.

The Kindergarten system of education has become so popular that many teachers are adopting it in their schools, some we are afraid without much comprehension of its philosophy or its methods. Dealers in Kindergarten toys are often requested to instruct purchasers in the use of the various gifts, which they of course have not the time to do. A little book which will prove useful to these would-be learners, has been prepared by *Heinrich Hoffmann*, who, under the title of "Kindergarten Toys, and how to use them," explains the first six gifts, and gives hints as to the proper way of employing them. It is a sensible, practical little book, and will, as far as a book can do so, help those who wish to become kindergartners. Kindergartens, however, cannot be made by books. A thorough training is indispensable.—*Ibid*.

3. THE KINDERGARTEN.

The question, "What is a Kindergarten," is so often asked that it may be well to answer the enquiry by setting forth briefly the aims of this comparatively new method of education; to describe some of its processes in detail, and thus to show in what way it differs from the ordinary manner of instructing very little children. The name Kindergarten is derived from the German words *kind* (children) and *garten* (garden), literally child-garden. Kindergarten, then, means simply a garden of children, and Froebel, the first Kindergarten, meant to symbolize by the name the spirit and plan of treatment. As the gardener treats his plants, studying their peculiarities and putting them in the most favourable circumstances of soil and atmosphere to enable them to grow, flower, and bring forth fruit, so the child-gardener treats the human flowers under his care. While he knows the tender plants must not be forced too rapidly, or against their individual natures, yet he does not allow them to grow wild, but prunes their redundancies and removes every impediment to their truest development. One of the prominent features of the Kindergarten is block-building. A box of little cubes is so managed that it will unfold in the child's mind the law of symmetry, by means of a series of forms which the children are taught to make, in a way which cannot well be described here. In fact, it is difficult to describe intelligibly any of the numerous occupations of the Kindergarten. However, we shall attempt to give one somewhat in detail, which may serve to illustrate, or to suggest, the method used with all the rest. The inventive faculties are stimulated, while the eyes and fingers are trained to accurate measurement and exactness by exercises, called stick and ring laying. A number of little sticks of different lengths, or a quantity of whole or half rings, are given to the child, who proceeds to form with them, upon the table in front of him (which is for the purpose ruled in inch squares), figures, say of any object he sees about him.

By means of combination the children often produce forms which give them great pleasure. They will almost invariably express the wish to show these results of their patience and skill to father or mother, or to some friend. But this they cannot do, as the sticks and rings separate when removed. Now comes the opportunity to show the child, by his own desire, how he may make these forms permanent. It must be remembered that in the Kindergarten, while all reasonable discipline is maintained, nothing in the form of lessons or work is forced upon the child; but his powers of observation being stimulated, he will, through natural activity and the imitative capacity, or inventive genius, with which all human beings are to some extent gifted, desire to make for himself forms like those he sees, or to invent new ones by giving his individual ideas tangible expression. As he cannot with the sticks and rings make permanent forms which he may keep for future pleasure, his mind begins to search for some other mode of expression, and the slate, or paper and pencil, almost suggest themselves. The slates and paper used are ruled in squares (like the table, only much smaller), and thus drawing comes naturally to be a pleasant and much desired pastime. The formation of letters with the rings and sticks, leads in the same manner to writing, as well as to reading and spelling. Arithmetic is practically taught by this exercise, as well as by the use of the blocks and other toys. Instead of learning to repeat in a careless way rules and tables which he does not see the use of, or necessity for, the child will discover for himself that in six bundles of sticks, with seven in each bundle there are forty-two sticks, and will readily see that it is quicker and easier for him to say "six times seven are forty-two," than to "count up" in his old childish fashion. Many simple games are introduced which call for exercises in mental arithmetic in which, as the physical powers are constantly exercised and the sympathies enlisted, it is impossible that there should be any undue mental strain, and yet the little one is very rapidly adding to his stock of knowledge, because he puts into immediate use all his acquirements, and thus really knows, not merely "has learned by heart," which Montaigne says means "not to know