

and V should be given lessons in this important subject.

We need to be conscientious in our work. It is not the amount of work we can do in a day, nor is it an endeavor to please parents, inspector, or other school officers, which should be our only motive; but the knowledge that it is our *duty* to do our work in the very best manner we can, that should stimulate us to greater efforts. God sees our work and will help us to be diligent if we only take Him as our guide and counsellor. CIE-CIE.

For the Review.

#### Kindergarten Methods in Primary Schools.

Kindergarten methods may be used to great advantage by the primary teachers if they will give the subject thoughtful attention.

There are ten gifts, so called by Froebel, the founder of the Kindergarten, used, and these begin with the solid, proceeding to surface, line and point. The occupations which are closely connected with these gifts begin with the point, proceeding through the medium of line and surface to solid, and these occupations tend to emphasize the knowledge gained by the lessons on the gift.

Froebel intended by the Games and Songs connected with the gifts and occupations that a harmonious development of body, mind, and soul should take place. Finger-Plays by Miss Emilie Poulsson, 57 Chestnut St., Boston, is a little book of great value to all teachers of little children. Miss Poulsson will send it to any address for \$1.

The first gift consists of six worsted balls of different colors—red, yellow, blue, green, orange, and purple. Lessons on this gift open to our little pupils the possibilities of language, number, form, color, motion, direction, surface, and the qualities, smooth or rough.

In the first lesson, which might begin in a variety of ways if the children have not seen the balls before you hold the red ball and ask, "What have I in my hand?" Show them how to make a nest out of their hands, drop the ball in their nest, and sing,

My little ball lies in its nest  
So quiet and so still,  
I'll gently rock it till it sleeps  
And keep it well I will.

"Where are your hands?" is asked and the answer comes, "Around the ball." Then a conversation is held about things that go round, and things which are round, and while singing the song,

My red ball likes to wander from one child to another  
And wishes many happy days,—  
slip the ball around from one to another. Draw

the picture of the ball and count them at the close of the lesson as they are placed in the box.

In a series of lessons which proceed slowly language is particularly emphasized.

By holding the ball by the string which is attached to it and swinging it up and down, round and round like a hoop rolling, left and right like the pendulum of the clock, ideas of direction and motion are gained.

Songs and rhymes are used and motions made, as the little ones are happiest when talking to their play-fellow. Imitating the church bell they sing,

Bell high in the steeple,  
Calls to church the people,  
Ding dong, ding dong,  
Ding dong, bell.

Making the motions they say:

Round and round like the sun so bright,  
Round and round like the moon at night.

The balls are rolled from one to another and as they go from side to side count them to keep attention and to teach number. Again they sing,

My ball I want to roll you,  
Once, twice, three times, four times, five times, six times.

It is noticed how noiselessly the ball rolls because it is soft and that it rolls because it is round.

We talk about the different colors and think of flowers, fruit, vegetables, etc., the color of our ball, and point out things in room as Lizzie's ribbon, Tommy's tie, etc.

As the balls are held up, the strings twisted together, the beautiful Bible story of the first rainbow is told.

They are asked to think of cherries and to find the ball which resembles them in color. Next, to think of the cherry's shape and the questions are asked: "Can you bite it easily?" "And why?" The qualities soft and hard are brought out in contrast to each other.

Of what the ball is made is talked about, and rubber and wooden balls are shown and the difference noted. Short stories are told, or little conversations held about our pretty worsted ball, of the yarn and what it is, of a visit to a farm and what we saw there, of the sheep that did not want to wear its heavy coat in summer and so gave us his wool, of the mill, of the spinning wheel, and the dye-house.

"Babyland," for February, 1889, has this story in rhyme,

Once a little baby,  
On a sunny day,  
Out among the daisies  
Took his happy way.  
Little lambs are frisking  
In the fields so green,