

to the tyrannies of another's will ; but God has written it upon the soul of man and on the face of nature everywhere, that in the pursuit of life, liberty and happiness, no child's nature shall be subjected to the tyrannies of prejudice, ignorance or carelessness, for "inasmuch as ye have done it unto the least of these my little ones, ye have done it unto me." Have parents, therefore, in the view of their responsibilities—has the State, has any one claiming the name of teacher, the right to dismiss such a subject with a superficial inquiry into its merits?

I have said that the physical nature is strengthened by this system. Froebel, wise and good man that he was, knew that a mind howsoever brilliant was led, bound and captive, by a sickly body ; and being not only an enthusiastic teacher, but a lover of children, he planned the games as well to strengthen and develop the body as to interest the mind and train the will. And, with a wisdom and economy of time and force rarely mingled, he made the converse of this fact true. Each game has some lesson of wisdom, love helpfulness, or some other good thing, to teach the little heart, while it is a most carefully adapted system of gymnastics—while, to make its ministry more perfect, it is made to alternate with some occupation which requires more or less the quiet and restraint of the body—thus observing not only the most prominent law of growth, which is motion, but the equally incumbent law of recuperation, which is rest or change. There is but one conclusion to all this—if you observe the laws of development in nature you obtain natural development, which is health, strength and vigor for the whole creature.

It has been clearly demonstrated to me during the years in which I have had a Kindergarten department attached to my school that the moral effect of this system is no less remarkable. Under its tender leading its happy occupations, its unfolding of the intellectual powers, its strengthening of the body, its social intercourse—in fact, its judicious development of the whole nature—the young soul recognizes its proper elements of growth and seizes them eagerly. Busy children are happy children, and happy children are good children. And a spirit confirmed in good habits by daily practice of them is armed against the wiles and temptations of the wider life into which it is growing. I have seen the spoiled and petted child of wealthy parents, who at first, out of pure perversity, refused to take any part in the Kindergarten work, so moved by simply being allowed to sit and watch the others, that at the end of the first week it became one of the most eager, obedient, polite and gentle of the whole school. I have seen greed and selfishness so rebuked by the prevailing spirit of generosity that it became necessary to restrain its giving. I have seen falsehood so put to shame that it dared not enter the charmed doors, fretting turned to cheerfulness, and rebellion to obedience and love. I have seen the pale cheek take on the hue of health, the stooping shoulders grow erect, and the whole body lithe and graceful. I have seen the mind so awakened, guided and quickened that it was difficult to furnish to it sufficient occupation. The usual school work for that age became play, its terrors and difficulties all banished by the good fairy, Kindergarten. In my own classes the Kindergarten graduates, without the least urging, did two years' work in one, and did it better than those who had not had their peculiar training. The habit of interested attention to what they were doing was so confirmed in them that they learned very quickly. The finding a purpose and pleasure in their occupation followed them to their books, and they asked for extended lessons as for something they desired. Their habits of careful observation and application made them seize ideas with remarkable rapidity and clearness, and at the same time their social and moral natures were so influenced that they were much more amenable to the rules and regulations of the

school. Such, in general, are the results to be derived from the Kindergarten.

In the ideal Kindergarten the child has a plot of ground to cultivate which he may call his own, and there all manner of educational influences must be brought to teach him ; but, because all climates do not permit this, and because all the natural types cannot be collected for the child to use, the manufacturer furnishes them in various materials, such as wood, paper, etc. These manufactured forms represent, among others, the elementary geometric forms of the cube, cylinder and ball, and it is with these simple objects that the child of three begins its explorations into such fields of observation as Tyndal, Huxley, Agassiz, and other intellectual giants, have opened with minds of maturer powers. And I dare prophesy that much of the labor which puzzles them and us would seem but the A B C's of understanding, instead of its grammar and accident, if the Kindergarten had only been the universal primary system of instruction for the last century.

Day after day the child handles and studies the ball, until its shape, color and various qualities, with all their outreaching associations, are clearly and permanently a part of his mental consciousness. And, after he has exhausted the teachings of the various Kindergarten material, as most children will do pretty thoroughly in the four years of their investigations, I think there will remain few geometric definitions or simpler arithmetical combinations, even through fractions, that will trouble him beyond an easy conquest. One of the most beautiful and wonderful facts of the Kindergarten system is the manner in which each succeeding object which falls under the child's observation enforces at some point the lesson learned from the last, so that there is no break in the chain of thought, although each link is sufficiently unlike all others to give variety and progression. The logical development of the mind, and, indirectly, the respect for absolute truth, are the inevitable results from these combined influences. What better could be given to the children, either for their present or future welfare?

If the Kindergarten excelled other methods in no other point than this, that it gives to the child objects adapted to its age, and with which it is fitted to cope, all thoughtful students of educational methods would say that set it far beyond all the old systems. But, besides, the deadening routine, such as characterizes all other methods for young as well as old pupils, has no place in the Kindergarten. A wise and tender sympathy with the child, the child of the moment, governs the whole, and the true Kindergarten teacher is ready to change her plan if, by so doing, she can use an accidental occurrence, or some unexpected glimpse into the mind of the child, to teach a lesson for which she sees he is just ready. In our other schools the system is the fetish, before which children are sacrificed by classes. In the Kindergarten the child's needs make the system. In so far as he puts forward any claim, righteous by reason of nature's endorsement, that is a law of the Medes and Persians for the time being. Each step thus gained is an advance that is never lost ; and this lack of an invariable system gives most true and systematic results, for the whole universe is working for its ends and justifying its means.

That the expression of individuality is encouraged in the Kindergarten is shown by the children's beginning to invent very soon after their admission. As soon as the first rapture of using such pretty things passes, so that they are no longer absorbed in that, they invent. They invent with all their gifts. In pricking, instead of going over the card in regular rows, they will first outline a ship, a chair, a house, or whatever object suggests itself. With their weaving they will invent new patterns, often anticipating the one next in succession, and thus unconsciously bearing their