

will illustrate to you with match-like sticks what are parallel lines, squares, angles, etc., with a very lively sense of their meaning. In these schools there is less of parrot-like acquirement than in any other. Their many advantages can only be appreciated by a student of the system, but any onlooker can see the cultivation given to their ideas, and that it comprises, in one, lessons 'in imagination, grammar, language, expression and arithmetic.' More, there is a priceless training in grace of motion, politeness, kindness, cleanliness, orderliness, and moral responsibility. And with all their getting they are happy, which is of great importance. The Kindergarten, like any innovation on established custom, is very much misjudged, because misunderstood, by the general public. A teacher of a real Kindergarten will explain to you by visible handiwork the very tedious and lengthy training necessary that she may fill her position with any measure of success. It is not a mere medley of play and song, of aimless stories and pictures, but gradations of simple facts made simple by exemplification. Nothing is without point, without purpose; even apparently casual remarks are bits of knowledge given unawares. The native trees, their uses, and characteristics, the different colors, the histories of many birds, etc., are all taught in an objective way that gives realization instead of accumulated names. One objection has been often raised, that having been fed with this honeyed knowledge up to seven years or so, they will be loath to enter on the dry routine of the higher schools. It has not been so proved by experience—it could not have been, since trial has never been made of the whole system on which the Kindergarten is founded, and of which it is the first step. Its foundation is that objective teaching should, as far as possible, pervade the whole educational system, and that education, as carried on in the Kindergarten

now, is the 'magnum bonum' which should leaven the whole. This is at last being tried in Boston, Dedham, and other American cities. There, it is said, the majority leave school about midway through the Grammar School course, and up to this status the trial is made. The benefits gained to society will be matter for future proof, but who can doubt that the pupils of such broad training will enter life's battles better, because more intelligently equipped, than those who have had to believe by much repetition and many penalties that five times nine are forty-five, etc., etc.

The theory has been a factor in education since the lover of children, Pestalozzi, first agitated it in its fundamental principles; and as we are able, and only as we are able, to have teachers of the right sort—of the right training—in these schools to further the idea, to make practically plain the theory, will we be able to appreciate its virtues in their entirety. For in the Model Kindergarten as in the ideal higher schools, everything done is done with a purpose—nothing is wasted—but every item unites to the development of the pupil physically, mentally, and morally. Moreover the pupil is happy and interested in his or her work, and what is learned happily is remembered.

A WRITER for the *National Review* has undertaken to give a description of life at the Scottish Universities, particularly at Glasgow and Edinburgh. Yet none, we are sure, will be more astonished at the description which he has evolved than those whose life he has described. We fancy we can see alternate waves of amusement and indignation pass over the features of the average Glasgow or Edinburgh student as he runs his eye over this article, from which he learns that quite a considerable proportion of his fellow students are existing in some rather forlorn lodgings in a lonely, isolated condition,