

and Exercise Songs. By means of these elements Froebel arranged a system which reaches effectively every part of the nature of the child, and promotes its vigorous and healthful growth.

MORAL TRAINING.

If Froebel had designed to accomplish nothing more by the Kindergarten than the development of the moral and religious instincts of childhood, his work would ultimately become an essential part of all national systems of education. There is no other part of his system that to the thoughtful mind so clearly reveals the comprehensiveness and philosophic basis of his methods, and the wonderful adaption to the nature of the child and the laws of its growth. Every one of his remarkable songs, every one of his stories, every one of his games and every one of his occupations gives incidentally a practical direction to the moral natures of the children. There is in the Kindergarten no sermonizing to the children who are not listening, no theorizing about abstractions which they cannot understand, no weak sentimentality, but a genuine acting out of the best tendencies of human nature. The child is made to occupy in a way that is real to him every relationship to nature, the family, society, his country and his Creator. He practises in his games and plays those virtues which form the only sure foundations for the family and the State. He acts submissively to his parents, lovingly towards his brothers and sisters, honorably to his neighbors, kindly to the poor, and tenderly to the aged. He learns to be grateful for benefits, to respect honest workers, to know that work is an advantage to the individual and the community, to acknowledge that labour should be justly rewarded, to destroy nothing, to waste nothing, to submit to constituted municipal and national authorities, to give hearty approval to good actions, and to look with just indignation on mean and ungenerous conduct, to restrain his evil tendencies, to be unselfish, to control his tastes