

sentation will be exercised, and the faculties of perception, reflection, and imagination will be cultivated.

The result of this training or play (it partakes of both) is the exercise of the mental powers—imagination, understanding, will, perception, reflection, and cultivation of taste for the beautiful.

The children learn how to express themselves understandingly about the things they make, the hands and fingers are exercised in a way to make them skilful; they also learn something of the law of weight and the law of equilibrium.

I have been thus minute in the details of this Gift, because the principles on which it is manipulated apply to all the other Gifts and Occupations of the Kindergarten, and the results aimed at are the same, i.e., to develop the moral, physical, and mental nature of the children equally, not to force them in any way.

FOURTH GIFT.

The Fourth Gift resembles the Third Gift in size and number of blocks taken as a whole, and differs from it in the form of the blocks. The cube two inches square is divided once vertically and three times in the opposite direction, making eight oblong blocks, or bricks, as the children call them, one inch wide and two inches long. The capacity for work is increased twofold.

The blocks of the Third Gift always present the same appearance on whatever side they are placed, while those of the Fourth Gift change their appearance at every change of position, and with them the forms can be made in three different ways, lying, sitting, and standing, thus giving a greater number and variety of forms than can be made with the Third Gift.

The forms of Knowledge, Life, and Beauty are developed from this Gift, and the same principles are applied as in the Third Gift, but result in a greater number and variety of forms.

FIFTH GIFT.

The Fifth Gift is also a cube enlarged to three inches square, containing twenty-seven cubes one inch square; three of these are divided once diagonally in halves and three divided twice diagonally in quarters, making thirty-nine pieces in all. The Fifth Gift is an extension of the Third Gift. With the increased material and variety of shape, the facilities for building are increased; the halves and quarters being of the form of the right-angled triangle, they can build large houses with gabled roofs, or a number of small houses, which greatly pleases the children.

This Gift is best adapted for the forms of Knowledge, as more of the geometrical forms may be developed with the slanting line. It also offers greater facility for the study of number. Not only can addition, subtraction, multiplication, and division be carried to a greater extent than with the other Gifts, but the children get a more practical knowledge of fractions; it is better adapted to the forms of Knowledge and Life than for the forms of Beauty, because the pieces are so numerous. It is not an easy thing to utilize all the blocks and develop them symmetrically; it is a law of the Kindergarten that none shall be left out, but all the box contains must be used.

SIXTH GIFT.

The Sixth Gift occupies the same space as the Fifth Gift, so resembles it in size, but differs from it in the form and number of blocks; it contains twenty-seven oblongs the size of the Fourth Gift, of which it is the complement or extension. Three of these blocks are divided lengthwise, making six pillars two inches long and half an inch thick; six of the oblongs are divided crosswise, making twelve blocks one inch square and half an inch thick.

The children become acquainted with these two Gifts by comparing their parts with each other and with the other forms known to them. The new form in the Fifth Gift was the triangle; in this

Gift the new form is the pillar, in which the children discover wonderful possibilities for building.

In these two Gifts the different tastes of the children will show themselves; some prefer to build houses, some furniture. A few will build crosses or monuments, or the forms of Beauty; they will be the older and more cultivated. In these cases the taste inclines to industrial art, designing patterns for carpets, oil-cloths, and ornamentation of buildings. In all this work the children are encouraged to invent, and to imitate as little as possible. It is a lesson slowly learned, as children are naturally great imitators, but after a time, when they become familiar with the material, they will seek for new forms, and learn to develop them from the old ones. They are not under much restraint, heads and hands are usually too busy to get into mischief. Whenever the opportunity occurs a little song is sung either by one or all of the children, and they are allowed to talk one at a time about the things they are making.

TABLETS.

In the Kindergarten we dissect the cube, having it as a whole in the Second Gift, in eight small cubes in the Third Gift, and the eight oblongs or bricks of the Fourth Gift, which are one-half the thickness of the cubes of the Third Gift.

It is still further divided in the Tablets, which represent the surface. They are divided into five forms—the square, right-angled triangle, equilateral triangle, scalene triangle, and obtuse-angled triangle. They are laid on the squares of the table, and the forms of Life, Knowledge, and Beauty developed in a flat outline, making beautiful mosaic figures and designs for all kinds of inlaid work. The Tablets are painted two different colors, as red on one side, blue on the other, which brings out the patterns. It is quite easy to see how this cultivates industrial art in the children.

STICK LAYING.

From the surface we proceed to the line or edge. Sticks the thickness of matches are used; they are cut in lengths of one, two, three, four, and five inches, and laid on the squares of the table. We begin with one stick for each child and add more as the children require them. They take great delight in the beautiful forms which they develop with the sticks. It is a good training for the fingers, while the lessons they learn of neatness, carefulness, and accuracy are invaluable; it also furnishes a fine opportunity for teaching them number.

SLAT INTERLACING.

Making forms that will not fall apart when handled, of wooden splints. This work requires a great deal of patience on the part of the children, for if one splint is not in the proper position, the form will all fall apart when lifted from the table. With practice and experience they become very skilful, and a great variety of beautiful forms may be developed.

CONNECTED SLAT.

The Connected Slat is a measure made of wood in lengths of six inches connected with pivots, so that the different angles and geometrical forms can be made with it.

Ring-laying and the Thread Game represent the curved line. The rings are made of steel, flat on one side; the circle is divided into halves and quarters. These are laid on the table in the same way that we do the sticks, though very different forms are developed from them.

THREAD GAME.

We use a piece of bright colored worsted six inches long, the two ends tied together; this is laid on a wet slate in the form of a square, circle, triangle, or any of the geometrical forms. Each corner is drawn towards the centre one-half inch at a time, until they all meet at the centre.