



DEVOTED TO TEMPERANCE, SCIENCE, EDUCATION, AND AGRICULTURE.

MONTREAL & NEW YORK, APRIL 16, 1877.

SEMI-MONTHLY, 30 CTS. per An. Post-Paid.

VOLUME XII., No. 3.

NOTICE.

Subscribers finding the figure 4 after their name will bear in mind that their term will expire at the end of the present month. Early remittances are desirable, as there is then no loss of any numbers by the stopping of the paper.

A VISIT TO A KINDERGARTEN.

On an unpretentious-looking house on St. Catherine street, Montreal, I used to see almost every day, as I passed, for month after month, the word "Kindergarten" in golden letters, enclosed in a neat frame. Not being favored with a knowledge of the German language, this word conveyed no meaning to my mind, until one day in reading the papers I came across a description of what seemed to me one of the most perfect, most natural, and most scientific methods of education, and I found that this name was an exponent of it—a garden of little children. My curiosity being aroused, I made up my mind to visit this strange garden where children were the flowers, and some time after I found myself in the building and for the benefit of the *Messenger's*, "Kindergarten" will mention some things I learned there. I saw a number of little children from three to seven years old, sitting



STICK LAYING.

around three tables forming the three sides of a square. These tables were ruled in squares, as shown in this illustration of stick-laying, and all the children were busily engaged in modelling. Their teachers gave them pieces of putty-like clay, which the children made into all sorts of articles. One boy had a bird's nest, but it was a terrible one,—I don't think any bird would recognize it; another was rolling out a cylinder; a very little girl was engaged on a water jug, and two or three were trying their hands on ducks. It was really remarkable how well they made these things, and how interested they were in them.

If I were to tell all I saw done by the scholars, or one quarter of what they would have done if I had remained longer, the account



FROEBEL.

would be longer than you would care to read so I will just refer to two or three things now. They had several plays, such as a long time ago, longer than I care about telling, we used to have when I went to school,—with this difference, that in these days we were very careful that there was no teacher about. One little boy or girl would get into a circle formed by his schoolmates, who with clasped hands walked around him singing some verse. The teacher having sent some one of them out of the room, while the boy in the centre had his eyes closed and covered by his hands, the latter had to guess who had gone the moment he opened his eyes.



PERFORATING.

Perhaps you will think nothing could be learned by this simple play, but you are mistaken. There was once a celebrated magician who wanted to learn how to see things at a glance. The way he did it was this: as he

walked past shop windows on the street to glance at them and try to remember everything he saw there. At first he could not remember very much; but after a little practice he found that he could bring to mind everything that he could see. It is some such education as this that the little boys and girls receive by these plays when properly conducted.

Besides this the children made pictures with sticks, and drew on the slates, folded papers into all sorts of shapes, and answered questions asked by the teachers about them, made pictures by perforating pieces of paper, and many other similar occupations; everything was



THE SLATE.

done for some special purpose, and the intelligent appearance of the children and the zest they took in the work showed what that purpose was and how it had been attained.

This system was first invented by a man named Froebel, whose whole life was nearly spent in perfecting it. During his lifetime and after his death, he was assisted and his ideas carried out by many faithful and enthusiastic teachers, till now his system has spread over nearly the whole world, and is meeting with great success where it is known.

BIBLE CLASS TEACHING.

A highly successful teacher of an adult Bible class was asked about his method. He seemed to be full of his lesson. He questioned the members of his class freely. His questions seemed remarkably pointed and appropriate. He managed to cover the whole lesson in his teaching. His scholars were prompt and intelligent in answering. How was all this brought about? or was it that he was "a born teacher," and did all this without effort? He explained his method, and then the whole thing was clear. In the first place, that teacher studied his lesson. He gave on an average two hours a day to it, all the week through. That enabled him to know something about what he was to teach. Then he took up each verse, and decided in his own mind what questions upon it he would ask. He was not willing to trust to the thought or the impulse of the teaching hour for the shaping of such questions as would best bring out the truths of the lesson. His study of his questions enabled him to know how to teach to others what he had already filled his mind with. But

there was one step in preparation yet to be taken. He must consider the different members of his class, and decide what questions were to be asked of each. One scholar was always ready for the geography of the lesson. Another for its chronology. Another for its spiritual truths. Another for its practical applications. Yet another would only answer "Yes" or "No," but would enjoy a chance to do thus much. And there were those who could not safely be questioned at all. So he apportioned mentally his questions, including the assignment of related Bible texts to be found and read in the class. This enabled him to know how to bring his scholars into active co-work. Then he was ready for teaching. If there were more persons ready to do as much work and as good work as this, there would be more "born teachers" in the world, more successful teachers. First, study the lesson until you know it. Secondly plan how to cause others to know it by wisely considered questions. Thirdly, consider the members of your class separately, in view of the part you are to assign to them in the co-operative work of teaching. Almost any one can be a teacher who will do these things well. Know what you are to teach; how you are to teach; whom you are to teach. Are you already doing this? You cannot get along with less.—*S. S. Times.*

A POOR THING TO BOAST OF.

BY MRS. J. E. McCONAUGHY.

A saloon-keeper, who was one of his own best customers, was killed by falling head foremost into a well which he was having repaired on his premises. He was at the time so intoxicated he could not be got out before life had fled. There he lay on the ground, a ghastly, fearful sight. Of course all the neighbors came flocking around, and among them a large dealer, who was down from the city "on business."

He naturally felt shocked at losing so good a customer, but he took great self-satisfaction in remembering the friendly part he had always borne toward the deceased.

"I made that man what he is," he remarked confidentially to a lady beside him. "I lent him his first dollar, and set him up with his first stock of liquors, and now he must be worth ten or fifteen thousand dollars."

The man looked down at the lady with great satisfaction, expecting to hear her praises of his generous dealings. That woman was a "Crusader," and you may imagine how his boasting sounded in her ears.

"You made him what he is!" she said with stinging emphasis—"a miserable drunkard, a pest to society—and sent him headlong into eternity! What are fifteen thousand dollars weighed against a lost soul, a wasted life, a widowed wife, and orphaned children?"

The man turned deadly pale at this view of his handiwork, and without a word went away.

A friend who "sets you up" or "gets you a place" in such a business may well be counted as your bitterest enemy.—*Temperance Banner.*

NOTES FOR BIBLE READINGS.

THE WORD.

- I. Sinners begotten by the Word—James i. 18.
- II. They are born of the Word—1 Pet. i. 23.
- III. By the Word we grow—1 Pet. ii. 2.
- IV. By the Word we are cleansed—Eph. v. 26.
- V. By the Word we are kept undefiled in the way, and from the path of the destroyer—Psa. xvii. 4; cxix. 9.
- VI. By the Word (the sword of the Spirit), we are able to stand against the wiles of Satan—Eph. vi. 17.
- VII. The Word, known in the power of the Spirit, is our sanctifier—John xvii. 17.

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