

(2.) The introduction and progress of the Kindergarten in St. Louis.

(8.) Suggestions regarding its introduction in connection with the Toronto Schools.

1.—OBJECTS OF THE KINDERGARTEN.

The objects of the Kindergarten may best be briefly stated in the words of its illustrious founder, Froebel. "To take the oversight of children before they are ready for School life; to exert an influence over their whole being in correspondence with its nature; to strengthen their bodily powers; to exercise their senses; to employ the awakening mind; to make them thoroughly acquainted with the world of nature and of man; to guide their heart and soul in a right direction, and to lead them to the Origin of all life, and union with Him."

We have become so accustomed to regard the function of the School as limited to the cultivation of the intellect alone, that it is difficult to form a just estimate of the real value of a system which trains and develops the entire being, morally, mentally, physically and socially. It will be quite impossible to give an explanation in detail of the methods employed in the Kindergarten to accomplish the work outlined by Froebel. It took him thirty years of constant study to complete his system, and it requires at least a two year's course to become a proficient Kindergarten teacher. It may be of service to state also, that the Kindergarten is not a School in the ordinary acceptance of that word. It is not a place to teach reading, writing, etc., but consists chiefly of practice with Gifts, balls of different colors, cubes, spheres, cylinders, squares, triangles, etc.; Occupations, drawing, paper mats, cutting and pasting paper patterns, paper folding, interlacing, stick work, slat work, peas work, moulding with clay, perforating paper, worsted work, drawing, etc., Games, Plays