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### The Kindergarten, in Relation to the Higher School.—(Continued.)

Paper read by Miss M. E. BAILEY before the College of Preceptors.

#### (B) Exercises with Planes.

1. *Plane laying*, or the forming of mosaic patterns with quadrangular and triangular cards, or wooden tablets.
2. *Paper folding*, into various objects and patterns.
3. *Paper cutting*, together with the combination of the pieces so obtained into symmetrical figures.
4. *Mat weaving*. This forms the connecting link between the exercises on planes and those on lines.

#### (C) Exercises with Lines.

1. *Stick laying*, in patterns.
2. *Paper twisting*.—Strips of paper twisted according to certain rules into a variety of shapes.  
These sticks and slats of wood, like the divided cubes and the mats presenting alternate checks of colour, are exceedingly useful in illustrating the formation of the multiplication table, and in other number exercises.
3. *Thread Laying*.—Lengths of thread, laid in various patterns on a slate, and forming a preliminary exercise to some drawing lessons.
4. *Embroidering*, in silk and worsted on paper or card in patterns previously perforated by the child.
5. *Forming figures*, with whole and half rings of iron wire.
6. *Drawing*.—This exercise is intended to be a constant accompaniment to all the others. As soon as a child is able to form a horizontal and perpendicular line with sticks, or in any other way, it should be encouraged to imitate the line exactly on the slate, first by copying,

then from memory, and lastly according to dictation by the teacher.

The connecting link between exercises on line and points consists of—

7. *Peas-work*.—Pieces of stick or wire are joined at their points, with softened peas, into skeleton shapes. These should accustom the eye to perspective effects in drawing.

#### (D) Points.

*Perforating* properly ruled paper with a steel point fastened in a wooden handle. The points are to be made in obedience to the teacher's dictation.

In the bodily exercises the child itself is considered as its own toy.

The great difference, then, between a Kindergarten and a thoroughly good Pestalozzian infant school, lies in the use of the gifts, and in the teacher's unswerving respect for the principle of evolution and her power to induce spontaneous activity in her pupils. The points in which one would expect the Kindergarten to excel would be—

1. The teacher's power of presenting information in true order of development, not teaching primary colours after secondary ones, not urging the children on to the construction of all sorts of complicated forms, before they have worked all novelty and interest out of simple ones, and so on.

2. The teacher's powers of dealing with the same ideas in a great variety of ways.

3. The discipline of the school with regard to order, cleanliness, and everything relating to manners and morals. It is more scandalous to see an untidy, rude, or disobedient set of Kindergarten children than anything else, because the whole teaching of Fröbel would make it far more important that little children should cheerfully and willingly put away their own things, and be gentle, kind, and obedient, than that they should take home a large number of things which have not been entirely their own production.

4. The intelligent choice and use of songs and games. Acting songs and games were used in infant schools long before most of us knew any thing about teaching. The Kindergarten should guarantee that the