

better. Too many at once encourage restlessness and a continual want of change and variety, and prevent habits of attention and contentment being developed. The art of shewing children how to play to the best advantage, to make toys, and, in short, to enjoy play as much as possible, though natural to some persons, is frequently wanting to a lamentable extent with many nurses, mothers and teachers. A few practical hints on this subject might and should be included in the course of training given to all teachers, and especially to those who devote themselves to infants. (See page 139.)

### 3. TWO HOURS IN A KINDERGARTEN.

While in the City of Hamburg, I saw a door over which was the single word "Kindergarten." I had seen something of higher education in Prussia, and now saw something of the lower. Sitting upon the little forms, and engaged in a peculiar rhythmic exercise, were sixty-two children, or rather infants, from three to seven years of age. No books whatever were visible. Each child was furnished with drawing-materials, and on many desks were variously cut bits of tin. Little squares of blue perforated paper and yellow crevel, slips of wood fibre, and the various geometric solids, were stored away for use: and the shelves placed the animal, vegetable and mineral kingdoms under contribution.

None of the children could read, and many could not talk plainly. No effort was made to teach them the "mystical lore" of books. This child-garden seemed no place for tasks and work, but only for play—for spontaneous play, so systemised and directed by an adult as to furnish valuable discipline to mind and body. One could readily see that the children were getting, through the testimony of the senses—the foundation of all knowledge—an accurate acquaintance with the external world of matter. Happy in the guidance of a sympathetic and skilled teacher, they were getting naturally and easily what they otherwise would have got with many a blunder, or never got at all. They were discriminating colours, hues, and tints; were learning the forms, measurements, distances and properties of bodies; were passing judgment on the uses, construction and adaptability of organs in the vegetable and animal kingdom. They were making models, drafting plans, developing their muscles by calisthenic concerts, learning the "music of motion" by such marching as would rejoice the strictest drill-master in the realm, and practising the "symphony of sound" by the utterance of cooing songs, and by the unrestrained, improvised melody of children and birds.

This Kindergarten seemed to be really a nursery, where, by systematic training, all the right powers of the being were developed in a just order and proportion. It was simply a supplement to natural processes. There being no infliction of tasks, either mental or bodily, and light athletic sports alternating with the more sedentary employment, there seemed as little probability of dwarfing the body as of stultifying the intellect. And, on the other hand, if nature's processes are safe, to teach a boy to make skilful and intelligent use of his body, and to know much of the natural world, at a time of life when every faculty is alive to sensuous impressions, cannot tend to produce a dangerous precocity of mind.

But this training seems not only harmless, but very valuable, and very direct in its uses in life. The viciousness of street children is proverbial, and chiefly because of the hap-hazard, Topsy-like development. Again every one who has remarked the meagre results produced by those who teach the nicer mechanical arts and trades to young apprentices can testify to the importance of senses trained to accurate observation, and of fingers and hands skilled in delicate manipulations.

You who sit with self-congratulation in the high places of pedagogy, what would you not give to see in your own pupils the gleaming eye of intelligence, and the calm consciousness of victories won, which I saw in the faces of those infants! We cannot say that education begins in the school-room, but rather with the first darting of the eye in infancy, and from the first flushings of the face from an alert curiosity. At the legal school age our children might be such philosophers in their knowledge of natural objects, and so expert in the management of their bodily powers, as to put our wrinkled cheeks to blushing. A child *must* grow and learn, and that with unexampled rapidity: and, were it possible to arrest the desire for sensuous impressions, he would enter the school-room, when the state admits him, a driveling idiot. But systematize his culture, follow the course of natural development, lend the guidance of sympathy and skill, and in due time he will pass from the exclusive study of things to the study of books with an awakened interest and an unfeigned devotion to mental pursuits.—*Edna and Taylor, in Indiana School Journal.*

### 4. AN ENGLISH KINDER-GARTEN.

A new book has just been issued in London, in illustration of the German system of the Kinder-Garten. It is a complete exposition of Froebel's system of infant training. Froebel was the founder of these wonderful schools. At first he took a peasant's cottage at Keilhau, and established a village boy's school, living on potatoes and two rye loaves a week, and labouring with earnest zeal. Then he went on a tour through Germany and Switzerland, to lecture on infant training, and founded Infant Gardens where he could. He founded them at Hamburg, Leipsic, Dresden, and elsewhere. While on his travels, he took many a night's lodging in the open fields, with an umbrella for his bedroom, and a knapsack for his pillow. So beautiful a self-devotion to a noble cause won recognition. One of the best friends of his old age was Ida, Duchess of Weimar, sister to Queen Adelaide of England; and his death took place at a country-seat of the Duke of Meiningen, June 21, 1832, when he was seventy years of age. By this time Infant Gardens are in operation in most of the larger towns of Germany and on the Continent.—*New York School Journal.*

### 5. THE CHILD, OR FRÖBEL'S PRINCIPLES OF EDUCATION.

BY MATILDA H. KRIEGE.

Published by Mr. E. Steiger, New York. pp. 150. Price. \$1.

Though early impressed with the beauty and real importance of the New Education systematized and promulgated by Friedrich Froebel, Madame Kriege wisely deferred to the judgment of others that the public would require first to be shown what it is, before listening with favour to theories however sound.

In what respects is the new system of education superior to that which can lay claim to time-honoured possession? What is its leading idea, and how is it worked out? To what extent is it suited to American conditions? These pertinent questions receive a complete and most satisfactory solution in "The Child, Its Nature and Relations."

It took time to convince even educators that the earliest education is of the first importance, and it took still longer to satisfy them that primary education demanded the best qualified teachers. Any grandam, often of contracted mind and very illiterate, was thought good enough to teach the A B C, followed by the unintelligent spelling of words with their meaning left out. The hornbook, or primer, was the first step in a child's education, and the child unnaturally awed into silence and inactivity, and frequently either chided for inquisitiveness or misinformed, was tortured into learning it by rote. Such an outrage on the childish nature at length forced itself on the attention of thinking men, when nature was discovered to be the only fit and proper subject for contemplation in devising a scheme of education for beings incipiently rational. It was necessary that the scheme should be new, because adequate reform was impossible in the old, radically unsound system; and as great opportunities generally call forth great men, an acknowledged educational exigence brought out the genius of Friedrich Froebel.

With loving earnestness Froebel discerned manifestations in the infant's gambols; intently he watched its first approach to knowledge through the experience of the senses, the awakening of its imagination, its imitative faculty, its first utterances, the dawn and growth of its reason, its every phase of development in its relation to nature, to man, and to God. None of the mute mysteries of childhood escaped his penetrating mind, his marvellous intuition; "the child is father of the man" was the key-note of his analysis, and in him child-nature found its oracle. He may be said to have enhanced the joyousness of children by making it intelligent. Before his day children's plays had been deemed not unworthy of the attention of the philosophic mind, but Froebel turned them into instruments of knowledge. Songs, plays, the delights of the garden became in his hands the means of imparting impressions of the beautiful, the true, and the good; and to foster the love of children, so characteristic of them, for the companionship of children, he invented the Kindergarten. An essential element in Froebel's system is a religious spirit. "I have based my education," said Froebel, "on religion, and it must lead to religion." A religious tone consequently pervades a work of this kind, and it is calculated to awaken the mother's "consciousness that a divine spark glows in the little being in her lap, and to kindle her enthusiasm to nurse it, and to educate a true citizen of Heaven." The system thus tends, in a true sense, to the elevation of woman, and who can doubt that in that is comprehended the well-being of humanity?

Madame Kriege's book may safely be pronounced to be the completest elucidation of the Kindergarten system in the English language; and it appeals at once to the heart and the intellect, to