

with this toy. It was seen that the little cubes were exactly like the large one, except in point of size, and the large cube was measured first and then the parts. Attention was drawn to the cracks in the large cube, and the way they went, up, down, back, front, etc. The words *above, below, behind, right, left*, etc., were used in describing the position of the little cubes, and then they made a chair as it was dictated to them.

"Take the right-hand front block with your right hand and place it on top of the right-hand back block. Take the left-hand front block with the left hand and place it on top of the left-hand back block." This made a chair, and then a conversation was held about what chairs were made of and for what they were used. Some went to the board and tried to make a picture of their chair, but found it hard to do. They were allowed to make anything they wished at the close of the lesson for a few minutes, and then the cubes were arranged in the form of a large cube again. Each placed his third gift as a whole into its own box.

There are three kinds of forms made with this third gift, *forms of life* (representations of objects which exist); *forms of knowledge*, affording instruction in number, form, and proportion; and *forms of beauty* (perfect models of symmetry and order)

No matter what *form of life* is built we have a chance of developing ideas and of a language lesson. If we build an engine or a stove we might have an instructive lesson on iron; if a well, about water and its uses; if a church, why people go there, etc. There are forty forms given in "Paradise of Childhood," and children will often give a name to a form which is quite original.

By *forms of knowledge* or mathematical forms we teach addition, subtraction, and (with older pupils) multiplication and division. Let me say here that the teacher of Grade I who once uses this third gift in her number lessons will wonder how she ever did the work before without it.

Since the cube is given as a whole the principles of proportion are easily taken in by the child. The teacher, lifting the upper half of the cube, asks, "Did I take the whole cube in my hand, or did I leave some on the desk?"

ANS.—You left some on the desk."

"Have I as much in my hand as there is on the desk?"

A.—"You have just the same."

She then tells them that things just the same, or alike, are called *equal*, and when the cube is divided into two equal parts each part is called *one-half*.

The teacher asks, "Where are the two halves of my cube?"

A.—One is in your hand and the other on the table.

All see that they have two half cubes, or one whole one when the two parts are put together.

The lessons proceed slowly, and many exercises are given before the words quarters and eighths are gained.

The *forms of beauty* are symmetrical forms arranged around a centre and represent no real object. Their regularity makes them pleasing to the eye. Having a third gift before us we take away the right back block and place it at the back on the desk touching at middle, the left front one and place it in front, the right hand front at the right side, and the left front at the left side. This gives us a form with four cubes as a centre.

There are a great many forms of beauty.

This gift cultivates the powers of observation, makes skilful hands, and increases the inventive power. A great deal is made of invention, as here the child must be thoughtful and attentive.

"The child's special talent or ability must manifest itself in this training. Children enjoy only what they can utilize for their own needs, and this divided cube, with all its possibilities of imagination and instruction, places in the child's hands an elastic plaything that will yield to many of its fancies. D.

For the REVIEW.]

Kindergarten Work in Hillsburgh, N. S.

Early in June last, chiefly through the liberality of a few leading citizens, a Kindergarten school was opened in this town in a new and commodious room under the efficient care of Miss Bertha Rice, who, to a natural aptitude for such work, has added the qualification which results from careful training at Truro.

A number of parents availed themselves of the opportunity thus afforded of having their little ones trained in a system of instruction which is now generally allowed by educationists to be of great benefit both morally and intellectually, but the advantages of which have hitherto been almost wholly confined to large cities. The number of children entered at this school was not large, for parents who do not understand its method and purpose are often slow to approve and make use of it, not recognizing the fact that it is a valuable aid to the discipline and training of home, and is an efficient help to the subsequent instruction of the primary schools. However, some fifteen pupils enjoyed the advantages of this school.

The work done was the ordinary Kindergarten work, which seems like a compromise between play and study, and so dexterously were the children led