

from 2 till 4 P. M., which she was free to use as she pleased, to the entertainment of a large flock of poor children in a meadow near the house, rewarding those who had kept clean hands and face through the week with a penny, in addition to other benefactions. When she was eighteen her father's sister, then on a visit, by her account of Fröbel's kindergarten, aroused Marie's enthusiasm, and with her parents' consent she went to Hamburg to study with his widow. Seeing no chance to reduce her ideas to practice at home she concluded to go to England, to assist Madame Rouge in introducing the kindergarten among the poor and neglected, giving her services freely. When Madame Rouge left for the continent, Marie would not return home, but accepted a situation to teach the family of Chief Justice Lord Denman all the branches of education—and kindergarten. The happy years passed, until the eldest daughter was married and the younger children were beyond kindergarten age. The family, who loved her and appreciated her ability, would fain have kept her, but her love of the kindergarten work had become second nature and she could not relinquish it. She took up old and new studies, among others, modelling, under Prof. Miller, of Kensington Art School. He and others begged her to become an artist, but she says, "My one object was to do the best work possible in the kindergarten, knowing how much mediocrity there was, seeing with dismay how little kindergarten education was understood. I saw a difficulty arising in not having true, thoroughly-educated and trained kindergartners who would be able to train and teach others." Her first kindergarten was started in Lubeck with seven children, amidst great opposition; a few months saw the number increased to fifty-five. She had four beautiful rooms and a garden with a tent, under which in summer they worked and played. The mothers visited the kindergarten daily, in turn. She also trained her young girls for the nursery. So fine was her work, that Madame Fröbel exclaimed with tears in her eyes, "Oh! that Fröbel had known you,—could have seen you work; you are, in truth, his spiritual daughter." Her father dying in 1871, Miss Boelte came to America where she married Prof. John Kraus whose exhaustive "History of the Use and Progress of the Kindergarten" is referred to in Gen. Eaton's report as United States Commissioner of education. The perusal of an article in a Berlin paper referring to Kraus' "History" led in 1870 to correspondence on a subject of common interests. They founded in 1873 their normal training kindergarten and its associated model classes in New York. The pair are in perfect accord. Wherein speaking of "The Kindergarten Guide" as Madame Kraus-

Boelte's, she protested to the writer against being considered the sole author, saying, "It is as much Prof. Kraus' as mine; we work together." He is a learned man with progressive ideas and brimfull of enthusiasm. It is something to remember, the earnest gesticulation, the intense face and the grand sonorous bass voice, rolling out stern denunciation against all sham and show work in the kindergarten.

The whole institution is planned as a whole, to connect the kindergarten and the school.

Kindergarten, III Division, children	3 to 4 years old
" II. "	4 " 5 "
" I. "	5 " 6 "
Intermediate class,	6 " 7 "
Advanced "	7 " 8 "
Elementary "	8 " 10 "

Any under three years of course enter the third or lowest division. Unity of plan marks the education of the seven years passed in this institute.

The children have flowers and vegetables to grow in pots and boxes. In the cabinet are specimens of over eighty different woods and a great variety of natural objects. The development of shells gives the starting point for natural history. The earth from which the plant springs up is an object of interest and affords in its differences wide scope for observation and leads to many diverse fields of knowledge. The constant reproduction of ideas gained by the children in many different materials, as well as by drawing and modelling, and a certain order of classification, from the beginning of the simplest "gifts" and "occupations" is continued and extended logically. This kindergarten is indeed the connecting link between the home and the school, continuing the work of nurture and development while the actual inspection and perception of real objects is made the basis of instruction preparatory to the school. Providence has smiled, and she who began from benevolence, to kindergarten the poor, now has committed to her charge, with ample remuneration, the little ones of the best society in New York. More than three hundred ladies have graduated, and hold her diploma, which commands respect everywhere. The specimens of work on the walls prove by their exquisite neatness how well-earned is her reputation. Unfortunately some specimens bestowed upon us were lost in transit. They were marked by originality of design as well as beauty of execution. Many excellent "guides" have been prepared, but none, in our judgment, for the use of mothers and nurses equal to "The Kindergarten Guide," the joint production of this estimable couple, co-workers now for many years. The numbers of the second volume which is nearly, if not quite completed, fully sustain the reputation of the work as a whole. How delightful it would be to see mothers and women generally studying this "guide" to kindergarten practice, so clear and well arranged in combination with Fröbel's "Cossetting Songs" which breathe the very spirit of love and wisdom.

Halifax, N. S.

C.