

THE KINDERGARTEN, 436 CHURCH STREET.

Formerly 78 Maitland St.

As it is but gradually that any new system becomes known, it will hardly be superfluous to make some general observations, descriptive of the educational system above-named. The Kindergarten represents a mode of conveying instruction to children which is traceable to the uncommon gift styled common sense; it manifestly involved much thought on the part of Friedrich Froebel, its originator, and one of its incidental recommendations is that the system it involves can hardly be adopted by a teacher as a mere profession; it necessitates aptitude for teaching on the part of all who espouse it, and consequently affords a guarantee that the instructor is not merely a repository of knowledge, but possesses the power of imparting it; the lack of the power of communicating knowledge has ever been one of the great hanes of our educational systems, and at the root of that may be said to lie the consideration that the door stands open to teachers (as it does to members of other professions) in utter disregard of personal qualification. "Froebel starts from the fundamental idea that all education should begin with a development of the desire for activity innate in the child"; in other words, he utilizes natural tendencies. "Each step in the course of training is a logical sequence of the preceding one; and the various means of occupation are developed, one from another, in a perfectly natural order, beginning with the simplest, and concluding with the most difficult features in all the varieties of occupation." So far as it may be possible to convey an idea of the proceedings at Mrs. Arthur Graham's school from a brief visit, and within the compass of a column in this portion of *The Critic*, we will endeavor so to do. The first thought that would impress an observer, on witnessing the arrivals at this, or any other school probably on this side the world, would be the need of instruction in the ordinary proprieties of civilized life, which is manifested by the scholars, as the probability is that Master (or Miss) would come lumbering in, duly fortified with chewing gum, cap-retaining the position it did when out of doors, and either no salutation offered, or by way of amendment, a side-wise wag of the head; the first piece of instruction therefore consists in suggesting that the gum might be advantageously chewed prior to arrival, that caps are apt to be removed, in civilized countries, before entering a room, and that in such countries it is customary to present the right hand and bid "good morning." The instruction in this school may be said to be conveyed in the garb of play; when therefore the children have taken their seats at a table, which for the purposes of their games (or studies) is grooved into square inches—at the ringing of a bell, they commence with a song, then follows the Lord's prayer (the suitability of which it is needless to discuss) and after that a lively and limited collective repetition of the multiplication table, then a short talk about birds' nests, followed by a united song plus gesticulation, (with piano accompaniment) on the subject of a

LITTLE BROWN THRUSH.

There's a merry brown thrush sitting up in the tree.

He is singing to me, he is singing to me.
And what does he say little girl, little boy?
Oh! the world's running over with joy,
Don't you hear! don't you see! hush! look here, in my tree.

For I'm as happy as happy can be,
For I'm as happy as happy can be, &c.

Then came the presentation to each child of a box containing cubes, and a series of questions such as would naturally suggest themselves to an intelligent person who desired to lead a child to think on the subject before it. It will be seen by this cursory glance at this Kindergarten, that an ideal teacher who likes her avocation is indispensable to the success of the school, and that such a school is more like the orderly frolic of a nursery than what we have been accustomed to associate with the idea of tuition: it delights the children as well it may, and it cannot fail to lead to much the same kind of interchange of thought which takes place between an intelligent mother and her child.

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IN TESTIMONY WHEREOF, we hereby grant this DIPLOMA, signed by our Secretary and Demonstrator, this Twenty-Fourth day of February, Eighteen Hundred and Eighty-Three.

L. A. JEFFERYS,

Secretary

A. RENOLARD,

Demonstrator.

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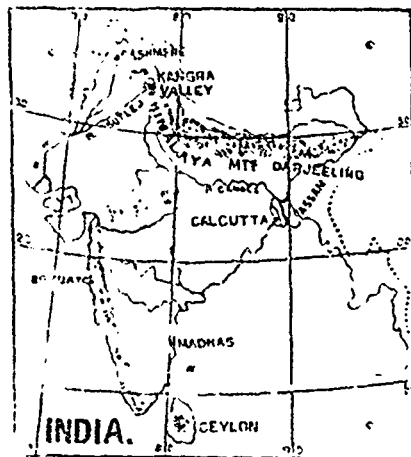
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