

in several trades and artistic pursuits. Of these materials and the mode of their use we shall speak more fully hereafter.

*Fourth.*—Our present schools seek to repress all activity in young children during the school hours, keeping them to desk and chair during the whole session, except at recess, and forbidding freedom of movement as detrimental to their progress; but this system recognizes the natural love of activity in children as good, and essential to their health and wellbeing. Instead of repressing it endeavors to turn it into proper channels, and to make of it one of the chief agents for the instruction of its pupils.

*Fifth.*—In all its exercises, it aims especially to train the eye as a means of informing the brain, and to endow it, early in life, with the power and habit of close observation upon objects that come before it; for it holds this to be the principal source from which knowledge is obtained, whether it be from the life around us, or from an accurate study of the printed page.

*Sixth.*—While the eye is trained to nice discrimination, the hand is practiced in many dexterous employments, that it may be fitted to manipulate different materials with accuracy and ease. The Kindergarten recognizes the dignity of labor, and insist that its pupils shall not only know, but do; that not only their receptive, but their constructive faculties shall be taught and developed. It holds that the present mode of conveying instruction tends to enervate and to undervalue the physical powers, to induce laziness of body, and to disjoin two things which should always be united, thinking and acting.

*Seventh.*—It encourages children to investigate for themselves, and to see and verify whatever the teacher tells them to be true. When a statement is made concerning any object, the object, if it be possible, is placed before them, that they may fully comprehend and believe. The mere memorizing of facts which other people have discovered, is regarded as tending toward servility of mind and a lack of selfreliance, and is contrary to the spirit of its teaching. The time has not yet arrived for the student to acquaint himself with the past labors and accumulated thought of mankind.

*Eighth.*—It believes a love of beauty to be native to all, and a source of great happiness and culture, if rightly trained; and in all its occupations the development of this is made one of its chief purposes. The harmony of colors and the charm of their contrasts, the symmetry of grace and form—about which so many adults are now lamentably ignorant—are taught in a way never to be forgotten.

These, as far as we understand and can state them, are the striking peculiarities of this new system. We might speak of many other features, but these are sufficient to prove that here is something original, at least in its conception, and striking at the very root of all our old processes of inducting children into knowledge by means of the A B C's and the spelling book.

Let us consider more minutely the means and the materials by which its lessons are conveyed. We will enter one of its school rooms and observe the pupils at their work. And, first, we may remark that a Kindergarten is not commonly a garden at all, though Fröbel would make this a part of his plan, but a large room, one portion of which is filled with small desks and the other left empty for plays. We find the little scholars at their desks, with a square piece of white paper lying before them. They are beginning their lesson in geometry, though they only call it folding paper. The teacher, standing before them, questions them about the shape of this square, about its lines and its angles, and afterward directs them to place it with a side toward them, parallel

to the edge of the desk, and to fold, it may be, the right lower corner over the left upper corner. She watches to see that each one does this exactly, and without direct assistance. Then they are asked about the triangle they have thus formed, the number of its sides and angles, and what kind of angles are again, and observe how many triangles were made by the creased line, and how this line divided the whole space and two of the angles. The square is folded also with side against side, making two oblongs, and the changes thus made are nothod. Other foldings into smaller square succeed, giving rise to repeated questions and answers. Finally, the children are allowed to make of the paper, now creased in many regular lines, any fanciful object they choose, and each one constructs for himself a table, a box, a bird, or a house. This finishes the exercise, and they rise for a play. There are many of these plays, pretty little inventions, such as only a German mind could conceive, and in them the pupils usually sing together, either in German or English, tossing a ball, perhaps, and counting; or they run and skip, or depart on imaginary travels and return to relate their adventures.

This over, they begin another exercise at the desk. If it is arithmetic, the announcement is hailed with great glee, for it is their favorite study. They count tiny wooden sticks, that are give to them tied up in bundles of ten, and from their experiments with them they learn the four elementary rules. Boxes of cubes, divided in various ways, from part of their materials, and show them the relation of solids. With two squares of colored paper cut fine slits they weave many beautiful patterns; on perforated card-board, with bright worsteds, both boys and girls learn to sew and to embroider; they draw simple lines, and prick the outline of pictures on blank paper, ad in clay they model simple forms. But space would fail us to describe the varied means by which the eyes and minds of the children are kept alert and interested, and their bodies unwearied and active, while they are learning the elements of so many pursuits. All seem happy in their work and courteous to each other, and, in their games, full of fun and spirit, properly controlled. There is no unnecessary noise; no one speaks without permission, but all inquiries are encouraged and patiently answered. It is only the forenoon that is thus spent; in the afternoon they are free at home. School is a pleasure to these pupils and not a torment, and great and unusual must be the attraction which can induce them to stay away.

Thus it will be seen that the Kindergarten adapts all its processes to the nature of the child. He lives and delights in the visible world—it appears to him full of novelty and charm; the abstract is as yet beyond his comprehension. The letters of the printed page are only representations, and not the real things: he cannot yet understand their value, and turns to them with indifference. Learning, to attract him, must address itself to his perceptions; for, while his reasoning powers are still dormant, his senses are all alive, and the actual objects that surround him are viewed with the keenest interest. He must see first; afterwards he will think.

The advocates of this new system claim for it extraordinary merits, and we believe they are not exaggerated.

A long and practical acquaintance with schools leads us to be wary of many of the changes so freely proposed on every hand; but this stands the test of close study and examination. We have read its literature, heard lectures from its expounders, conversed with its teachers, and visited its schools; and the result has been to convince us that it is a true and efficient method of starting children in life with a zest for knowledge, a body active and serviceable, and senses quickened and trained. When,