

by noting a few of the salient features of his system it will be possible, in a measure, to realize its importance. As the name kindergarten, or child-garden, indicates, his attention was directed to the opening years of life, before school days begin, when the child is so frequently left without any intelligent effort to develop his young nature. The Kindergarten "is not a school, nor yet a nursery, but rather a cultivating institute where the whole nature is to be unfolded and developed, and he is enabled to become what his nature permits. It aids him to know, to feel, and to follow the truth. It seeks to create mental and moral tendencies, and to stimulate a healthy and harmonious growth. Recognizing the necessity of reverence, it arouses this feeling by presenting the deepest truths of life in those symbolic forms which appeal to the heart and imagination of the child, as they appealed to the unconscious sentiment of primitive man. The three natures, physical, mental and spiritual, are to be developed at the same time, through the medium of hand, head, and heart."

It is evident that in a kindergarten, where Froebel's ideal is before the teachers, and the children are allowed to expand naturally, much benefit will be derived. A kindergartner, to attain the ideal, must be sympathetic and tactful, above all, an earnest Christian, and the influence exerted in the school will be far-reaching. Especially important is the work carried on through this agency in the wretched places of great cities where the little ones grow up in the midst of ignorance, misery and vice—often uncared for and early forced into the fierce struggle for existence. In the mission schools the kindergarten is a wonderful contrast to the ordinary home environment. There, in a bright and cheerful room, where tokens of busy, skilful fingers may be seen in the ornaments on the walls, the little ones may gather, away from the rush and noise and sin of the streets. Pictures of nature and Bible history may be seen, but no books are found, for the little ones are led to acquire knowledge unconsciously in the midst of their play. During the opening hours of the day they are seated in a large circle, for in the