

of another color, first simply learning to put them together, and later to make quite intricate designs. Sewing is taught by the same gradual process. They are also taught forms by the use of paper squares, which they fold as directed into various shapes. Pricking is another exercise. Paper is given them which is ruled in squares of about a quarter of an inch. They first learn to prick these with a needle at the corners of each square, then to divide the spaces into one, two, three, four, and finally five equal parts. After this they prick various designs on the squares, first as dictated and finally of their own invention. The forms produced in these various ways are classified as "forms of life" and "forms of beauty," the former consisting of the easier and simpler objects of regular outlines, and the latter of the more irregular and complex, such as animals, etc. It is wonderful how quickly the children learn to make quite complicated figures, some of them displaying much artistic talent. This faculty is especially called into play in modeling in clay, which is one of the most interesting exercises. The children are given a quantity of plastic clay, and are taught to make various forms, beginning with a sphere, then following with cube, cylinder, etc. Then from these they are taught to model various objects, such as an apple from the sphere, a tomato from the cube and a pear from the cylinder. As they progress, they make more complex forms, first from dictation and then of their own designing. Frequently a pupil will develop a remarkable fondness and skill in moulding, when in other things he will possibly be behind others of his age. An instance was related by a teacher of a scholar in her school in San Francisco, who modeled an excellent imitation of an upright piano, even to the key-board, the little sculptor being under four years of age.

It is impossible to give in detail the multitude of ways in which the child is interested and taught to do that which benefits him. Each scholar is treated as an individual, and is managed and taught without any reference whatever to the progress being made by others. Whenever he has learned to do whatever task has been given him, he is advanced to the next. There is no such thing as grade or class. The teacher deals with the individuality of the child and not with a set of children, as is the system in the public schools. There is no rule of conduct nor is there any settled method of management. The teacher does that for each pupil separately which her experience and knowledge of his temperament show her to be the best for that child personally. In all things politeness, unselfishness and truthfulness are impressed upon his mind. The teacher's task is an arduous one, and to properly perform it she must pass through a long course of instruction and service as an assistant. Kindness, firmness, patience, experience and devotion to duty are requisites of a successful teacher. There is no period in the whole course of education when these are more necessary to the teacher than in this first child-culture in the kindergarten. A visit to one of these infant schools is a surpris-

ing pleasure, and the kindly faces of visitors are always welcomed by the teachers, who feel encouraged to persevere when proper interest in their work is thus manifested.

A year and a half ago a few earnest ladies undertook the establishment of a free kindergarten in Portland, and succeeded in interesting enough of our citizens in the project to secure sufficient funds with which to begin the work. A society was organized and a school opened, the work being under the superintendence of Mrs. Caroline Dunlap, who brought to the task a zeal and experience which have achieved grand results. One year ago, at the first meeting of the society, the superintendent reported one school, fifty-two pupils, one regular teacher and a number of volunteer assistants. From that time on the number of pupils increased so rapidly that new teachers, and finally new schools became necessary. The city was canvassed by the ladies to procure means to carry on the work, and a large number gave their aid and encouragement by joining the association and contributing monthly dues. The result of the year's work is gathered from the report of the superintendent, made at the annual meeting held the twentieth of April. There are now three schools, five teachers and one hundred and twenty-one pupils. Kindergarten No. 1 is located on G street, between Thirteenth and Fourteenth. It has sixty-one pupils enrolled, and is under the charge of Miss Story, assisted by Miss Caldwell. No. 2 is located in the Unitarian Mission chapel, on Porter street, and has forty children, under the care of Miss Abell, assisted by Mrs. Simpson. No. 3 is situated in Watson's Addition, where Miss Goldman has charge of twenty pupils.

The superintendent's report concludes as follows: Several benevolent people have given me money from time to time, which has been expended in the purchase of shoes and under-flannels for the most needy of our pupils; and Mrs. Burrell is making it one of her especial charities to send a kindergarten missionary among the most unfortunate families in South Portland. A number of children who were formerly beyond our reach, have, by this means, been gathered in, and we hope soon to have every child for whom the free kindergarten is intended, within its fold. In conclusion, I must correct an error which has prevailed in regard to these kindergartens charging tuition. Some of the parents have joined the association and paid their monthly dues, and some have made occasional contributions to the kindergartens; but these are donations and not tuition, and must not be so considered. The poorer the child the more welcome he is. I only wish the children of the rich could be as welcome, and that every child could have the benefit of these institutions.

The treasurer's report showed receipts amounting to \$1,625.43, and disbursements \$1,383.31, leaving a cash balance of \$242.12. The officers and directors were unanimously re-elected, with the exception of Mrs. G. H. Atkinson and Mrs. James Failing, who desired to be relieved. Mrs. H. H. Northup and Mr. G. G. Gamman