

face with the material that has written all his books and achieved all his great purposes. By the end of the first year I had got interested and found there was another year's work in that tiny muscle. I studied the muscle in a way that I had never dreamed of before. This was a new idea. So I experimented and experimented, until at last I knew I had got my result. I had passed in that single work from the standpoint of Peter Bell, of whom the poet says,

"A primrose by a river's brim,
A yellow primrose was to him,
And it was nothing more."

I had passed from that standpoint from the standpoint of the seer who plucked a flower from "the crannied wall" and realized that could he but understand what it was, "root and all, and all in all," he would know "what God and man is." I had realized that thought and will and muscle were made by God and meant to be studied together. It is a lesson which has stuck to me. It is one of the most pleasing results of modern science.

My next point is a distinction in this connection of muscular activity between what is sometimes spoken of as the fundamental and what is accessory. By fundamental we mean all those movements and muscles which are first developed in the growing organism. By accessory we mean those movements and muscles which are the last developed.

Now how much of our school work violates that law, the fundamental first, the accessory second? I have looked over the list of the things done in the kindergarten. No one believes more heartily in the kindergarten than I do, but I would make one important change in the kindergarten work. I think when you take four, five, or six year old children and set them at this fine work of weaving delicate strips of paper and at other like delicate processes it is putting the accessory before the fundamental. It is reversing nature's process. Now, suppose instead of weaving fine paper you had big strips of lead and suppose you let the children weave them. And when they sew suppose you give them a heavy needle and twine. All this kind of kindergarten work is useful. The law I speak of does not involve change in a single instance in the kind of work. It does require, however, that the work should exercise first the fundamental muscles, and not tax the delicate accessory muscles at that early age.

I want to see this thing applied in the kindergarten work. I want to see small writing, small figures, fine lines, and