

If this practice can be had under the supervision of the school, so much the better: yet under all conditions it should follow, not precede the course of observation, study and personal training just indicated. Even in connection with the ordinary Normal School which trains chiefly for instruction, the practice-schools are of doubtful value. In the practice lesson the pupil-teacher seeks primarily his own gain, and the children are *used* by him for this purpose. The gain of the pupil is incidental, and even this incidental gain is reduced by the pupil-teacher's lack of knowledge and skill. In the training-school for Kindergartners the evil effects of this abnormal condition are greatly intensified, because of the more intensely educational character of the Kindergarten.

The primary need of the Kindergarten training-school, therefore, is not a practice-school, but a school for observation. Here the pupils should have opportunities to observe the work of skilled teachers, to note the effects of environment on the children's development; to discover motives, tendencies, incentives; to follow the teacher reverently in her efforts to lead the child aright for the child's sake. Subsequently they should give clear accounts of their observations, learn to analyze them, to find the principles involved, to discuss varied devices based upon these.

Nor should their observations be confined to the Kindergarten, but extended to the work of an elementary school based on the same educational principles. Thus will they gain a practical insight into, at least, the proximate outcome of Kindergarten training, and will be saved from the narrowness of those who see in the Kindergarten the only educational institution worthy of respect and fitted for the successful application of the broad principles of Fröbel.

In order to secure systematic and methodical modes of procedure in this work of observation, a fair knowledge of the facts and laws of physiology and mental science is indispensable. Indeed, this knowledge should have been gained by the student before she enters upon the work of observation. In the training-schools of the future, it will constitute one of the requirements for admission. To-day a thorough review of these facts and laws, with constant reference to their manifestations in growing childhood, should be among the first things done in a training-school.

In order, too, that their observations may be organically assimilated with the purpose of their work, the pupils should be familiar with the history of education and with the history of