

thirty boys, I would subject it with the same assurance of success.

*First test.*—Let the teacher be unexpectedly called from his class, and just have time to give his pupils something to do. On his return, after fifteen or twenty minutes, he will find his pupils still at work, and the class in about the same order in which he left it. If not, he is not yet master of the developing system. If he is, he might now and then leave his pupils to themselves for almost a whole lesson.

*Second test.*—Every one of the pupils will like to go to school, will like all his lessons, and will like learning quite as much as playing.

*Third test.*—All the pupils of the class will make uniform progress in every branch taught, the difference being only in the degree of cleverness,—that is, of quickness, precision, and breadth of compass of memory.

*Last test.*—All this will be affected without punishments or rewards, the simple expression of the teachers disapproval or satisfaction having sufficient moral power. No discipline will be required for order and attention in the lessons. Deception and lies are unknown. The moral consequences of the pupil's own actions are all the rewards or correctives required.

A school of such classes and such pupils is just a continuation of the kindergarten. The application of the same principles produces the same results; harmonious progress, and therefore a joyful, happy life. If to any my statements appear utopian or idealized, I can assure them that they are founded on facts. Let them observe the children in a good kindergarten, and they will find similar tests borne out there. Some allowance must, in both cases, be made for the wrong home influences proceeding from nurseries, and parents who do not fulfil the first commandment of Fröbel's: "Come, let us live for our children."

I have still to explain the means and principles by which primary school education can produce results that will stand, and will stand with ease, the four tests I have mentioned; (1) Order and diligence from within, not enforced by discipline from without; (2) Love of schools, lessons and learning; (3) General uniform progress of all pupils; (4) A power of conscience in the pupils, which renders all punishments and rewards from without as superfluous as they are degrading.