

Play is a very important factor in early training for this reason: Whatever the child takes pleasure in doing is always a means of education. He remembers what he has done in a playful way, while he forgets entirely that which is forced upon him.

When he leaves the Kindergarten, or the Primary class if there is not a Kindergarten in connection with the school, the child should be able to *see* with his *own eyes*—to *hear* with his *own ears*—to possess power of observation and close attention—to *desire to know*—to be able to distinguish by taste, smell and touch the qualities of such objects as surround him in his daily life—to be able to use his hands in the construction or analysis of objects—to be accurate in measurement and work—and lastly, but not least, to be neat and clean in his work.

You may ask, what has all this to do with the object of early training? I answer, surely very much. Why do we educate or train at all? You may say, to make good citizens. I say, to make *good men*. If you have a *man* in the true sense of the word, you have a good citizen. Let us see what are the qualities of heart and mind which go to make up a strong character. Tennyson says: "Self-reverence, self-knowledge, self-control. These three alone lead life to sovereign power." What teaches self-control but habits of self-control from the earliest period of existence, inculcated by the mother in the early years, strengthened by Kindergartens and teachers later. Self-reliance, by being made to rely on own observations. Self-knowledge: this can be gained only in one way, and that is by seeing one's *self reflected* in one's work. This ought to be a good foundation for life. I have tried to show the important part the mother takes in this work, for I think most educators are coming to the conclusion that it is only through the mothers, and in connection with them and their work, that the teacher can give an education which shall be unbroken and continuous. In order to give such a connected education or development, I think it would be well if it were possible that teachers should be trained (specially) for this, as I look at it, and "I think I am not alone," most important work of the teaching profession. In order to do this, I think, it would be well to give special training to those Normal students who show aptitude for this work. In my work in the Normal school and as a *Normal* trainer for kindergartners, this fact has often been brought home to me, "how few girls are really fitted for this work." It requires special gifts of mind and heart.

Would it not be well then to spend more money in preparing teachers for the first grades rather than as we do *now* think any teacher will do for the *first class*.

If the primary teacher and the kindergartner do their work well they will do it scientifically: they will not be satisfied to be mere machines, but will train the children to *use* their eyes, *use* their *powers* of observation. Nature will be their *book* and elementary science the outcome of their work; the three *r's* being the adjuncts.

Again, if it were possible, I would say, let there be a kindergarten in each school and let the kindergarten and primary class be *very closely*