

It is only the most stupid kind of people who think that the living forms must *pose* before them to enable them to grasp the shape. If a bird bends its neck while the drawing is being made it is still the same bird and neck: With very little encouragement children become able to grasp form and reproduce it even when the model is moving.

In real manual training the muscles and the mind must work in harmony.

Drawing and manual training when properly taught are ways of getting ideas at *first* hand and giving ideas at first hand.

Drawing is an universal tongue. It enables one to understand the message that is printed in every natural, normal thing, that is stamped with everlasting lines on each side of every leaf and blade of grass, that is twisted into the architecture of every shell, and that shines in the hues of every crystal—a message of beauty, of proportion, of grace and of fitness.

Rubbers should never be used in drawing. The habit must be formed of putting down lines to *stay*. This gives freedom and accuracy.

Children should learn to draw as automatically as they learn to write. This is the only way in which thought can be freely expressed through drawing.

Every child should have five minutes a day drawing on the black-board to gain freedom of movement.

Try to get the child to enter into the beauty of simple forms as a horse-chestnut leaf, a daisy, a shell or the wing of a bird.

In modelling fruit and vegetable forms have the real things from which to model.

Never mind if the first efforts at mechanical work are rough and crude. Practice will make perfect.

—WHAT TEXT-BOOKS SHOULD BE USED IN SCIENCE TEACHING?—In discussing this question, Francis W. Parker says:—"The whole history of science is strewn with the wrecks of theories. It is true that no scientist ever worked in vain, that even 'our failures are a prophecy,' but the principal truth acquired in the study of the science of the past goes to prove the weakness and incompleteness of inadequate observations. The most important lesson