

but fuller observation will generally show some minute difference between the sides; and I need not say that the fullest observation of all objects brought to their notice is expected of our pupils.

After the children leave the kindergarten, I would not have a sudden and startling change in the nature of their employments. They must begin to learn to read and write; true, but for what reason do people learn to read and write? Is it that they are to be mere copyists—that all the literature of the future is to be a skilful hash of what has gone before; or are they to learn how to record their own thoughts—simple at first, but gradually increasing in complexity—and their observations and discoveries of Nature's ways? Therefore the reading and writing lessons should be called "thought" rather than "language lessons," and should be closely connected with the child's own work and discoveries; and, just here, work according to the principle—followed by Frœbel in the kindergarten—of letting the hand show what is in the brain, should be carried on, and not let drop, as is too often the case, when the kindergarten child enters school.

Of all manual training, drawing—*properly taught*—is the most economical. By "properly taught" I mean that the children should be taught to draw from the object from the first, and not exercised in servile copying from flat patterns. And every child can be trained to see the object sufficiently well to make an unmistakable though rude drawing of it. I am not speaking of genius in drawing, but of what is possible for children, who, if suffered to grow up without the right training, would say of themselves "that they could not draw a straight line." Agassiz always required his students to draw the specimens they studied, and considered it a valuable part of their training; and it is certain that one never knows the minute particulars about any given object so well as after an attempt to draw it, or model it in clay. Modelling in clay is in some ways to be preferred to drawing; for, while drawing only gives one view of the object, in modeling the whole is imitated, and, consequently, closely observed.

In addition, where small classes will permit, I would keep the advanced weaving (already mentioned) with the paper-folding, and the paper-cutting and pasting of the kindergarten, as the last two occupations are invaluable for training children to use every