

but they should, in fact, be prepared for such result, and make provision accordingly. They should endeavour to work down to the Kindergarten, instead of beginning on a different plane. There was also too great a tendency to regard the whole system as *mere* play, and to overlook the fact of the constant orderly development pervading it.

Frl. Heerwart thought the age suggested by the lecturer (three years) for the commencement of Kindergarten instruction too young, and would rather begin with the fourth year. Two to two-and-a-half years spent in the Kindergarten would suffice; and a child should go to school soon after he had reached its sixth year. As to the complaint on the score of discipline, there would be no ground for it, if the Kindergarten were conducted on true principles: or should rule, and discipline be maintained in all the games and exercises. She was strongly of opinion that too young girls should not be admitted as Kindergarten teachers: seventeen was quite young enough, and a course of two years' training was required.

Mrs. Bryant said that, as a teacher of mathematics, she was of opinion that the Kindergarten might be a great help in accustoming very young minds to ideas of geometrical form and relative position, and in cultivating the faculties of observation and concentration: the power of thinking would follow. The imagination, too, could be brought into play in this direction; for it would be a mistake to suppose that imagination was foreign to mathematical study: and imagination was more active in the case of young than of older children. She had often met with difficulties in teaching older pupils, owing to their want of clear apprehension of simple geometrical notions—difficulties which could at that stage hardly be treated by the methods applicable in the case of little children, and which the Kindergarten exercises and occupations might be made to supply. In this view, it would perhaps be advisable to add some other objects, such as a divided cone and a divided sphere, to the series of "gifts." The cutting out of plane geometrical figures in cardboard, and of solids in some soft material (e.g., potatoes) might also be made very instructive.

Miss Lord confessed to some feeling of jealousy in letting her Kindergarten children go at six years of age, when the results of the teaching were beginning to show themselves in the formation of clear ideas. She thought that to the Kindergarten teacher should be left the charge of the intermediate school and the preparation for the Higher School.

Mme. Rasche had some doubts as to the effects of the general adoption of the Kindergarten system, which she thought would have a tendency to deprive the children of originality, in leading them to depend on the teacher in *everything*. She was of opinion that children had a much greater capacity for independent thinking than they were generally credited with.

Miss Franks thought that something might be done in the Kindergarten in the way of imparting the vocabulary of a foreign tongue. Young children took readily to language, and the sounds might be made the effective means of training of the vocal organs.

Dr. Oppler held that there should be a distinct and separate preparatory school, and that there should be a highest class in the Kindergarten itself in which a beginning should be made with the teaching of reading, writing, and arithmetic, in accordance with the previous training. He agreed with a previous speaker that the apparatus might with advantage be increased, in accordance with Fröbel's principles; but he differed from another speaker as to the advisability of teaching any but the mother tongue to very young children, inasmuch as he believed this to have to do with the formation of character. He quite agreed with the lecturer that many Kindergarten teachers begin too young, and remain too short a time under training; and a movement was in progress in Germany to remedy this evil. It was no part of the system to neglect discipline: positive and negative education should proceed in exact proportion. He desired to express the great pleasure with which he had listened to Miss Bailey's very clear and interesting paper.

After some remarks from Miss Bailey in reply to the different speakers, a vote of thanks to the lecturer concluded the proceedings.

Some Reasons why Drawing should be Taught in our Public Schools.

(A paper read before the Ohio State Teachers' Association July 3rd 1877. by Mr. L. S. THOMPSON.)

Although drawing has found its way into many of our best schools, its entrance has not been undisputed, nor its stay entirely unmolested.

These facts, together with the conviction that drawing should find a *welcome* place in all our public schools, constitute a sufficient reason why the subject above announced should be considered by so progressive a body of educators as The Teachers' Association of Ohio.

It may be said that we have three classes of educators in our country. For our present purpose, these classes may be designated as follows: The Utilitarian class, the Disciplinarian class, and the *Æsthetic* class. In order that any new subject may be introduced into our schools and find a permanent home there, it must be shown that such study has a tendency to promote the views and aims of each of these three classes.

The Utilitarian class judges the worth of a study by its practical utility in every day life. Of a new candidate for favor this class asks such questions as these:—Of what *use* is it? Will it enable its possessor to earn money? Can one, by means of it, win his daily bread any easier than without it? Will it give its possessor power or influence in the world?

The second class of educators considers the *disciplinary* uses of a study of more consequence frequently than the knowledge gained. If a new subject for study is presented to this class for consideration or adoption, such questions as these are likely to be asked:—What effect will it have upon the powers of the mind? Will it strengthen these powers so as to enable the mind to grapple more readily with the problems of life? Will it increase the power of perception, conception, imagination, judgment, or reason? Will it assist the intellect in its onward march in the search of truth?

Previous to the admission of a new study the *Æsthetic* class inquires: What effect will it have upon the taste? Will it increase one's love of nature? Will it strengthen a love for the beautiful in poetry, eloquence, or the fine arts? Will it have a tendency to polish the mind, gratify the fancy, move the affections, soften the rude or calm the boisterous passions? In short, will it warm into activity the higher soul-capacities and thereby assist in elevating man to the highest degree of culture known or imagined in this life?

If the subject of drawing be rationally presented to any of these classes we shall have no fears of an unfavorable answer. The Utilitarian will readily acknowledge that there is "no person, whatever his profession, but, at times, has need of drawing to render his ideas more intelligible to others."

The absolute necessity of this art to the civil engineer, architect, carpenter, stonemason, machinist, engraver, fresco painter, "and in fact to every artisan, male or female, who is engaged in the construction of objects combining taste with fitness, or beauty with utility, must be considered, and the demand for such, caused by our increase of mechanical and manufacturing establishments all over the country, the utilitarian will place drawing and designing at the very *head* of the list of his required studies.

Again the disciplinarian will readily admit that to draw an object one must observe closely, compare patiently one part with another, judge accurately of distances and forms, all of which operations taken together strengthens such powers of the mind as attention, perception, comparison, judgment, &c., &c.