

Now, if we may take for granted that we shall best serve the interests of the child by educating his whole three-fold nature from the first, the next question that arises is, How to do it.

Leaving the question of the training of the moral nature, not because unimportant, but because too important to be considered as a subsidiary interest, and leaving, also, the intellectual side, because there is no fear of *its* becoming neglected for the next hundred years or so, let us, with Fröbel, consider the first possibilities of hand-training for the infant and the young child.

At first the infant cannot even grasp; its hands lie passive, or are thrown aimlessly about. Next, it grasps tightly whatever it can reach, but cannot calculate distances. Then, as Rousseau says, "it is better to carry the child to the object than to bring the object to the child," as in the first instance the distance is more impressed upon the child's mind. It is true that Rousseau had more thought of the moral than of the physical training when giving this advice; but it is a valuable hint for our purposes as well. And Fröbel wishes the mother to provide a soft, colored ball, attached to a string, with which to play with the child, and bring the little muscles into playful activity. The ball is to be sufficiently large to cost the child a little effort in grasping it.

Then, as time goes on, the other gifts and occupations of the kindergarten, and some of the games, come in to carry on this training, and nearly all of them train both hands equally. I may mention here having seen fine results in drawing with two hands of forms alike on each side—a piece of chalk being held in each hand. This I saw done by the pupils graduated from the kindergarten of the Fröbel Academy, Brooklyn. Now, while this accomplishment is limited in its immediate use—being only applicable in the drawing of manufactured articles and geometric figures—it is an excellent discipline of hand and eye when used occasionally. As yet, I have only it in drawing squares, etc., all the class making the same lines at the same time; and I have had satisfactory results. Where it is possible to use this method, it shortens the time of outlining by one-half; but it is necessary to caution the children that few, if any, natural objects are the same on each side. Thus, drawing a butterfly, a bee, a fish, a leaf, or some trees, with both hands, would at first seem to be allowable