

became intimate with the director of a model school, who had caught some of the enthusiasm of Pestalozzi. This friend saw that Froebel's true field was education, and he persuaded him to give up architecture and take a post in the model school. His first impression of his newly adopted profession as a teacher was more satisfying, and realized his dream of perfect compatibility between the inner and outer life. He felt, as he expressed it, like a fish in water, in his element, as it were, where he could work zealously, feeling that he was at last using his talents to the best advantage. He visited Pestalozzi (about whom there is very much to know) to learn from him some details of school management before entering on his duties. He was prepared to follow out any suggestions he received there, especially as he remembered being impressed as a child by reading about Pestalozzi; but, although he found very much to admire and adopt, he was disappointed at some of the details. On his return he entered upon his work of love, and was for a time perfectly happy. But this period of contentment was not of long duration. He had an especial talent for arranging curricula, and had been entrusted with the arrangement of the one used in this school, but he found the set rules irksome to follow, and inwardly rebelled; he also felt the difficulty of applying to others the thoughts and theories he had worked out for himself. He had a high ideal of what education should be, and realized the faults of the present system without having enough practical knowledge to entirely correct them. He could not inflict on the pupils the unconnected, unmeaning rules and forms, which he had found so unsatisfying in his own school days. Gruner, the friend who had influenced him, recognized his nervous excitability, and at Froebel's earnest request, released him from his engagement, so that he could pursue his studies. Froebel, however, gave up his plans for the time being and accepted the position of tutor to three lads who claimed his sympathy by the resemblance of their early life to his own. He had full control and liberty to educate them entirely according to his own lights, but, once again, he was not equal to fulfilling his self-imposed task. He, therefore, obtained permission to go with them to Pestalozzi, deciding that his previous visit had been of such short duration that it scarcely enabled him to form a correct estimate. He was prepared to receive thankfully as