

scenes and actions that have interested them, or pictorially telling stories which have been narrated to them. Drawing is now being recognised as a very valuable educational method long after the ordinary kindergarten age, but when the age of nine or ten is reached there is often a marked falling off of interest or even a dislike of this means of expression. This may be associated with a growing sense of the artistic value of drawing, or may be connected with the development of the critical mood, which often at this age causes a diminution in the relish for fairy tales.

The child being introduced by means of the games and occupations to some understanding of order, measure, form, size, relationship, number, the way is paved by the concrete knowledge thus obtained for the further study of arithmetic and mathematics, in which the children should continue to find problems for themselves as well as to solve them.

By self-activity, therefore, Froebel meant much more than the exercise of the child's activity in various forms of co-ordinate movement. It is a well recognised fact that in matters of technical skill merely theoretical instruction is comparatively valueless. All occupations which require the skilful use of the limbs such as drawing, or wood-carving, or modelling, can be learnt only by practice. It has also been recognised to some extent that such acquirements have a higher educational value on account of the patience and perseverance which their perfect execution involves. But the process of self-activity involves more even than this. It requires that the child's activity should be so used as to afford exercise for his originaive powers, so that the whole of the self may be active. It is not enough that the child be receptive of ideas. It is not enough that he should be able to express the ideas of others. He must learn to form ideas of his own and to express them in his own way, for only thus can he be trained to a rounded harmonious use of his powers. How the child may be rightly guided in his years of weakness without doing violence to his spontaneity is what the kindergarten claims