

and models. Object lessons are, properly speaking, lessons on our ideas of objects (things and their qualities and relations.)

So we have found subjects enough for the first primary school class, that will interest the pupils quite as much as any of the playful occupations which engaged their hearts in the kindergarten. I should arrange them in the following manner for each school-day : (1) One lesson of form-drawing and of drawing and modeling geometrical figures, with explanations and combinations ; (2) One lesson of singing, writing music, and learning some musical instrument (for practising time, the drum and triangle have been found to do invaluable service) ; (3) One lesson of poetry ; or writing, reading, relating stories ; or in one foreign language, which is at once written, spoken and sung ; (4) One lesson on the objects, first of geography, with pictures, and picture-drawing ; later continued as lessons on the objects of society, or history, which, it may be observed, are all ideal, while those of geography are real ; (5) To these four daily lessons must be added one hour of instructive mechanical or industrial work ; and (6) One hour of gymnastic games and dancing. Discipline is practiced between the lessons by calisthenic exercises and drilling.

Let children up to their tenth year have these lessons, and let them be treated as beings in whom, from their very infancy, the Divine Spirit is the self-developing power, and not only the kindergarten but the primary school will be converted into an earthly paradise. Religious instruction belongs to instruction in poetry, that is, to the sublime poetry which is contained in the Psalms and throughout the whole Bible. Religion is the philosophy of the heart ; philosophy is the religion of the head—the knowledge and enjoyment of Divine truth. The heart can only be satisfied by the love or fear of a personal God, to whom we can pray and speak. In this way children must be taught Divine truth, and in this way Fröbel taught it. Religious education is more than religious instruction ; it cannot succeed without the church and the family. The boarding-school of my uncle was a religious Christian family in a wider sense.

Friedrich Fröbel, as I have already said, did not confine his ideal plan of personal culture to the kindergarten and the primary and secondary schools. For him, human happiness depended on one condition : of the full development of all the