

the root of the matter, we may be excused if we take a sly peep at one of the Kindergarten Training Schools, where it might be supposed Kindergarten work would be seen at its best. "In one of these establishments," says W. N. Hailmann in the *Teacher* of last month, "for the support of which the lady patroness pays many hundred dollars annually, I found nearly a hundred children in groups of about a dozen seated around tables at the outskirts of the large and otherwise beautiful room. Here it was beads, there balls, here blocks, there sand, and everywhere Bedlam or stupefaction. Several of the apprentices made frantic efforts to be lively and happy, but the children were at best noisy and mostly listless. The games in which all the children and apprentices joined were made-up caricatures of joyous play: every thing formal, without spontaneity; every movement and word imitated from the outside of it; no entering into the spirit of anything, for nothing seemed to have spirit. Even happiness seemed to be a formality, since now and then the "paid directress" would ask the children to "look happy now," to "see now how happy all can look." In the movements Delsarte seemed to hold a sort of sickly sway; even the birds flew around the room with "decomposed" wings, as if their flying were a gesture expressive of tender emotion."

—When the writer continues the same subject in a succeeding paragraph to explain what a true Kindergarten teacher ought to be and how she ought to be trained, perhaps he may have intended his remarks to apply to student-teachers in attendance at any of our Normal Schools. In his remarks he certainly bears out what we have said at the beginning, namely, that the Kindergarten, like other school influences or educational appliances, must be examined in its relationship to the whole school life of our children and the system under which child-experiences are acquired. Our own Normal School is at a turning-point in its career at the present moment, and perhaps we may read Mr. Hailmann's remarks in the light of an expectation for further progress in the training of our elementary school teachers. This is what he says: "The training of Kindergarteners is serious business. Nothing about the work can be acquired incidentally. To every phase of it the learner must bring her full self. It implies deliberate, careful observation of child-culture; the deliberate formulation of valid principles, of a serviceable theory; deliberate training of the learner in the various arts and skills of her chosen calling. Only when these things have been attended to is she prepared for full responsible practice."