

struction, while reducing the cost of it to its normal average,—namely, one-half the cost of the whole day primary instruction.

My chief point relates to what I consider to be a wrong conception of the place of the kindergarten, not in the school life of the child, but in the total of human education. For, while the whole of life is an education, the school offers a special kind of education, and is not a substitute for the education of the family in the home; nor for the education in civil society which the man gets by earning his daily bread by his trade or occupation. Nor can the school give the education which comes to a citizen of a civilized state from being governed by it, and assisting to govern his fellow-citizens.

The school cannot make itself a substitute for the family without injury to the children who are assigned to it. This is, in fact, the crying evil of the orphan asylum which provides for children who have no other home. It offers a school, and not a home for the child. Within the home the child finds scope for the development of his individuality in a hundred ways that the school or the kindergarten cannot permit. For the child needs at times to exercise his pure caprice and arbitrariness. He cannot learn to know himself and be sure of his inborn powers in any other way.

To be sure this is not all, but it is something very important—nay, essential. The child must develop a self of his own, and he can never do this unless he exercises his own initiative and follows his own fancy many hours in the day, unrestrained by the school or by the governess or by the strict parent.

In saying that one institution cannot be made a substitute for another, one must not say that each is not essential in its place, and that both must not be kept and perfected for their work.

It was an insight into this necessity for separate functions which led the teachers and superintendents of the ordinary school to oppose the adoption of the kindergarten into the school system. For it came to them with the claim that it educated by childish play. All sensible persons saw that childish play is a good thing, but it seemed to them that it is already provided for in the child life of the home. If play, pure and simple, is educative, then