

ities during the period from four to six years, many fundamental habits can be established, and at the same time the child's joy in living be increased; and she, therefore, believes it a ruthless waste to have to form these habits at a later age when the child might be using his conscious energies upon accomplishments which would not have been wise, or even possible, at the earlier period.

"The kindergartner believes that education should be a continuous process, and that the kindergarten in the school can be more completely unified with the work of the primary grades than the kindergarten elsewhere maintained.

"The kindergartner believes the kindergarten child to be prepared in some degree for the work of the primary school in every part of its curriculum. He has dealt with number in a variety of ways; has expressed ideas through at least a dozen mediums, including several forms of constructive handwork; has learned to love the beautiful in art, music, and language, and to express himself with some small power in each of these directions; has come into an appreciative unity with the nature world, and understood definitely a few of its secrets; has enjoyed many experiences concerning the human world about him; and over and above all, has learned to look upon school as a place of delights, upon growth as a thing to be coveted, upon his teacher as a good comrade, and upon his schoolmates as fellow-workers from whom he can count upon aid when he needs it, and whom it is his privilege to assist when he can.

"The majority of children leave school early, as is seen by a comparison of high-schools and grammar-schools in point of number, and the kindergarten gives an opportunity for one, or perhaps two additional years of schooling, at a most formative age, without delaying the time at which a child may, if needs be, go forth as a wage-earner."

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"The kindergartner believes the child in her charge to be affected by every activity of the community in which he lives, and, therefore, considers it part of her responsibility to uplift that community wherever it lies within her power. It is thus that a great social settlement has often been the outgrowth of a single kindergarten.

"The parents' organizations which are associated with many kindergartens are frequently democracies in the best sense of the word, and strengthen the community life in the way that any finely democratic

organization, working actively for a vital cause, is bound to do.

"The greatest benefit of the kindergarten to the community, however, is not any single aspect of kindergarten education, but kindergarten education itself. The kindergarten is a community with all the obligations of a community. People live together, work together, play together, develop their own powers, contribute according to their own special gifts, make and observe regulations for the good of the whole. And this training to live successfully as a community member is given at the period which masters through the ages have called the most plastic, and which every adult who looks back upon his own experience knows to be the most permanently influential. Therefore, the kindergartner believes that when every child in the land has a kindergarten education, effective citizenship will increase, and one more step will have been taken towards the practical realization of the brotherhood of man."

We welcome the first number of *The School*, a new educational journal that appeared in Toronto in September. It is edited by members of the Faculty of Education of the University of Toronto. The initial number is an excellent one and will appeal to a wide circle of readers in schools and colleges as well as to the general public throughout the Dominion. Under the editorial management of so competent a body of men, it is fair to predict for *The School* a long and useful career, and the REVIEW wishes it the success that it will undoubtedly deserve if future numbers are on a par with the first number. The promoters will find, however, that success will depend upon a wide-awake business management and the payment of contributors to its pages. These are the elements of success in other magazines, and the educational journal need not be an exception.

A country school teacher was cashing her monthly check at the bank. The teller apologized for the filthy condition of the bills, saying: "I hope you're not afraid of microbes."

"Not a bit of it," the schoolmarm replied. "I'm sure no microbe could live on my salary!"—*Lippincott's Magazine*.

You may teach a child how to see things, but you cannot see them for him.