

lish day nurseries supervised by women, specially trained in the care of children. Such a system not only saved the children but incidentally reacted on the mothers, who, coming in contact with institutions of that kind, must necessarily get higher ideals of child-rearing.

Next came the kindergartners with their plea for the children, too old for the day-nursery, and not yet ready for the ordinary Elementary School. They claimed that thousands of children grew up without knowing what it meant to play. As a consequence intellect was deadened, and the moral sense perverted. Between the ages of four and seven, there was a great waste of child-life which properly equipped kindergartens could develop into good citizens for the state. One enthusiast who had been instrumental in the organization of a combined Creche and Kindergarten System in the slums, claimed that the words of an eminent Catholic Divine:—"Give me the children up to seven years of age and I care not where they go in after life, they will always remain true to the church,—could be applied with equal force to a combined Creche and Kindergarten system. Children who grew up under the influence of Kindergarten ideals, until the age of seven, never lost them in after life.

The educational value of supervision of leisure hours was another much discussed subject. The supervised play-ground is an educational effort made in response to such criticism as the following:—"The annual report of the chief of police states that an alarming proportion

of the criminal cases is due to boys and girls of school age and to young men and women under twenty. It is hardly conceivable that such a state of things could exist, were the teachers doing all they could, and might do, to prevent crime by moulding the character of their pupils." It did not seem to occur to that chief of police, and I might include many other good people, that it was hardly reasonable to expect teachers to counteract in five hours a day, all the possible evil pupils might learn in the other nineteen, not to mention the fact that before the day of kindergartens, pupils never entered school till six or seven years of age, the most impressionable period of their lives.

There is no doubt that the facts were true which that chief of police furnished, but every teacher knows that his conclusions were most untrue. The fault lies, not in the laxity of teachers, but in the fact, that outside of the official hours, nine to four, the larger proportion of pupils in towns and cities are under no supervision whatever. Every thoughtful observer knows that the children of today, in their leisure hours, are not under the supervision of their parents but in the street or in places of amusement outside of the home and some of them very questionable. What the home does not, and in many cases cannot do, the state must do, if she is to have citizens worthy of the name. Hence municipalities are taking up the question of supervision of children in leisure hours. In every community a good share of the equipment is at hand. Every school building, playground, gymnasium, manual