

habits that will work him mischief for many years. Noise is not a sign of happiness. Children may be interested without compulsion, and when they are really interested in the lesson-story, they are quiet and attentive.

Classes in weaving, sewing, and manual exercises in a really good kindergarten do the work in perfect silence and they are happy and contented in what the little fingers are fashioning. The kindergarten teacher who thinks that discipline should not be aimed at in the kindergarten as in other grades, has a wrong idea of her profession. Attention should be cultivated here as in other grades. Unless the kindergarten produces some degree of discipline of thought it degenerates into the day-nursery. This is not what kindergarten was originated for.

Many kindergartners permit and encourage an excess of affection on the part of their charges. They kiss their children both at the opening and closing of school, a practice that is not only injurious to the health but is a moral injury as well.

The statements made by the writer will meet with ready sympathy from the primary teacher. One teacher said she positively dreaded to have a kindergarten child come to her classes. Such children are in advance of those who have not received kindergarten training, but it is harder to control them, and the bad children are "simply dreadful." They do not know what it is to be attentive, and whatever notion seizes them they usually follow.

One primary teacher who had been giving free expression to her

ideas of the play-instruction in the kindergarten told her experience with a botany lesson. She had given each child a leaf and told him to tell what he saw in it. Instead of answering something relative to the veining he said he saw a boat. The leaf was not a leaf to him, it represented something that was the result of his play-instruction in the kindergarten. Imagining may be all right but it works sad havoc among children oftentimes. As this teacher observed, many children are really benefited by kindergarten instruction, but there is enough foolish work done to make a great deal of trouble for the grade teacher.

Ex.

Two very competent observers of American life have lately been setting forth some of their conclusions on an extremely interesting subject. One of these gentlemen is an American, President Thwing, of the Western Reserve University. The other is a German, Professor Hugo Munsterberg, at present connected with Harvard. The subject which they have been considering is the increase of general cultivation among the women of this country and the apparent decrease of cultivation among the men. President Thwing gives some interesting statistics. He says that in every New England state except New Hampshire, in every southern state except North Carolina and Alabama, and in every western state except Idaho, the number of girls in public and private schools is greater than the number of boys. He adds the still more significant statement that the proportion of