

[For the REVIEW.]

A Visit to the Five Points House of Industry and its Kindergarten.

We arrived just as school was let out, and watched from an upper window the frolicsome play of the children—several hundred—in their large, paved playground. Remembering what this part of New York was when Rev. Mr. Pease founded the institution, in 1850, our heart swelled with gratitude as we contemplated the results. First, a refuge, furnishing a home and work to wretched, sinful women who wished to live honest lives, it soon became a day-school and asylum for children. It began with thirty or forty women; to-day, over *four hundred* adults and children form its large household. Its average cost is one hundred dollars per day, and, while it receives a share of the school funds of the city, it is largely dependent on voluntary contributions. Thirty-nine thousand children have enjoyed the privilege of its well graded school, and there have been over twenty-six thousand inmates. Nearly three hundred children sat down to a comfortable dinner the day we were there. Not all belonged to the large family, for they feed destitute ones who are only day scholars. Those who enjoyed the privilege of the home were quite easily picked out, from their superior cleanliness and more healthful looks, the result of systematic care, diet, bathing. The children, when old enough, take their part in useful work, the girls learning to perform skilfully domestic offices. We accepted the cordial invitation to dine with the superintendent and teachers. The table was well set and the cooking good. The girl who set the table and the one who made the pudding, neither over fifteen years old, were introduced to the stranger, and received blushing the compliment fairly earned by their skill. After dinner we visited every department of the school. It was a two-fold pleasure to visit the kindergarten, for it was not only delightful to see the little creatures made happy and deft-handed, but it was such a triumph for Froebel's principles and methods, because you felt that nothing else *could* do so well the work of training and instruction that these little waifs and strays needed; taken so early, treated so tenderly, and helped in the all-embracing atmosphere of love and purity, native to an efficient kindergarten, you could reasonably hope that any avoidable heredity being neutralized, these children will become good citizens profitable to the state. Their manners were as nice and their handiwork as neat, and they were as friendly and confiding as any curled darling of fortune. They sang "Thumbkin says I'll Dance and Sing," and other little songs with evident enjoyment, making the appropriate motions. One class, with little sticks, was laying the

farmer's house, his barn and fowl house, and then telling about the creatures on the farm, how they acted, what their color and what their uses. One made a pigeon-house and showed the movements of the birds, their swift flight and pretty little odd ways in childish mimicry. Some drew on the black-board, some on slates, others made geometric patterns with colored paper, cut in different shapes, gummed on white sheets of paper. Some very little ones had a play with the ever-pleasing balls of the First Gift. The furniture was good, the material abundant and the teacher competent. As a foundation, conceded to be indispensable to manual training, the kindergarten occupations are also taken in the primary grades, with the usual happy results of making the pupils observing, careful, industrious and thoroughly in love with their work. Some little children in more favored localities, pining in weariness for suitable employments, might well envy the contented, busy children, who, in this well-conducted institution, enjoy the benefit of Froebel's "latest thought,"—the kindergarten.

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THE DISTRICT AND SCHOOL.

Before leaving the subject of the "School District" and taking up that of the "Teacher," it may be well to briefly deal with one or two vexed questions which are continually arising in country districts. It is very advisable that teachers should give some attention to these matters, as in any case in dispute the teacher's opinion is very often asked and trustees' action is frequently based upon the nature of the advice thus given. The teacher's influence should always be exerted in the direction of allaying contention rather than in stirring up strife.

What steps should be taken to cause a secretary or other person to give up school property improperly withheld?—This is a very common and oft-recurring difficulty, and one that has been the cause of many an action at law. It often happens that the secretary, out of pique at his removal from office, or having some real or imaginary claim upon the trustees, refuses to give up the books, money, etc., belonging to the trustees of the district. In a case like this, the trustees, or a majority of them, should either go in person and make a formal demand for the papers or send a written order. If this demand is not complied with, any ratepayer can make affidavit to the facts and send it to the inspector, who is required to summon the party improperly withholding the school property to deliver it to the trustees within a certain time. If a refusal is still given, the matter passes into the hands of a county court judge, who, on proof