

sighted economy to provide the child with a cheap educational foundation, when a broad and deep and natural one would more than compensate for the original additional outlay by the healthy, moral and mental attitude of the generation who shall rule the twentieth century! It is a fact worthy of note, that out of some thousand free kindergarten children, only one or two were subsequently found in a reformatory.

Why have the school boards not the necessary money? For, as one commissioner tritely remarked: "We can't give what we haven't got." Perhaps they do not, many of them, deem it necessary, and very naturally the public does not supply them with what they do not require nor believe in.

In the majority of instances, however, the school board is really anxious to give the primaries their due, provided of course, that the older classes have been attended to first. They know that in spite of the "hard times,"—it is always *hard times* with the selfish—there is some money somewhere; for a comedian comes to town, or a ventriloquist, or a hypnotist, or a wild west show, and somehow the money is found to patronize them. "But these are an education in themselves?" Ye-es, sometimes; not paramount, however, to the education a skilled educationist could give. We need not deprive ourselves of rightful recreation, but could not an at least equal amount of money be spared for the better education of the little tots, who do not now amount to much, save in love and mischief and childhood's grace; but who, in the days to come, are to stand for the world's culture and goodness, or for its ignorance and vice.

Selfish indifference is not the only drawback. There is the dislike of innovation, the distrust of anything out of the beaten track. *We* learned our three r's without any of this new fandangle nonsense. We began with our letters and learned to read according to the good old alphabetic method. But as for a child who can read his primer through not knowing whether *a* or *z* comes first, not even knowing the names of some of the infrequent letters,—well, what the teachers are coming to nowadays, we can't say! And then to allow the children to waste their time with drawing-slates and paper-folding and marching and singing! We send them to school "to learn" (and to get them out of the way). This parental ignorance and misconception however is, as a rule, speedily overcome. When Willie has