

the feeling that the kindergarten, a recently organized part of the public education system, was a species of luxury. The state had guaranteed the maintenance of the ordinary primary and secondary schools and found the resources of this new country taxed to the limit with the burden. It accepted the kindergarten only as a voluntary institution and gave it little assistance. It may have been due, in part, to the preponderance among us of the small school. The kindergarten as it was organized called for the expert who should give all her time to the duties of the kindergarten. Such an institution was an economic loss in any but the large urban centres; it could not live in a one-master school. It may have been due, in part, to the character of the Canadian kindergarten. It was intensely Froebelian in its theory, and, as it developed, exhibited too few points of contact with the work of the regular primary school. It became unique in function as well as in staff. A gulf separated the primary classes from the kindergarten and the Public School teacher from the kindergartner. In isolation the kindergarten could not flourish. It is probable, too, that the kindergartner herself had something to do with the result. She was often very youthful. She was not always academically efficient. And she could not always understand the Froebelian philosophy which she strove so faithfully and so literally to put into practice.

The Department of Education of Ontario has been very active during the last eight or ten years. There have been periods in the educational history of Ontario when one institution or one set of institutions seemed to monopolise the attention of the educational administration. Strachan fostered the early Grammar Schools, Ryerson the Common Schools, Ross the High Schools. But no institution or set of institutions seems to monopolise the attention of the present administration. In the last decade it has legislated for Public Schools, High Schools, Separate Schools, Training Schools, Vocational Schools, Rural Schools, Schools for Defectives. It has now begun to reorganize the kindergarten.

In the Syllabus of Courses and Regulations for Kindergarten-Primary Certificates issued in July, 1914, the Department announces most significant changes in the kindergartens of Ontario.

The maturity and the academic efficiency of the kindergartner will be assured henceforth by the prescription of the same standards for the kindergartner as for the second class Public School teacher and by the substitution of the work of the primary classes for much of the obscure philosophy of Froebel. A closer union between the functions of the kindergarten and the primary school will be assured, by requiring a full course of training for both functions, and by uniting both functions in one person. Henceforth the kindergartner must also be a