

other and quite a large clump of tall grasses. Cedars, too, we found in abundance, sumach and winter berries. Then, having all that seven people could well carry, we started home.

Perhaps we were rather a nuisance on the train; but, fortunately, New York people are good-natured. Can you not imagine it? The president, with a large bunch of branching bitter-sweet; gamekeeper laden with cedar; secretary literally covered with smilax; treasurer carrying a stack of dried grasses, while the other members carried twigs, ferns and mosses. Nevertheless, we reached Seventy-second street in safety; and if those who were present at the "At Home" were pleased, we are satisfied.

L. B.

New York has been honored this year by the International Kindergarten Union.

The annual meeting of this important body of educators was held at the Teachers' College February 15th. The evening previous the Trustees and Faculty of the Teachers' College gave a reception to the officers of the association, of which Miss Lucy A. Wheelock, Boston, is president; Mrs. James Hughes, Toronto, vice-president.

At the reception many short addresses were made, eight or ten different cities being represented. President Hunter made the address of the evening, giving an account of his early interest in the work and the starting of the first Kindergarten at our College in 1871. In closing he made a fine summary of Kindergarten principles as follows: 1. It is founded on humanity. 2. It calls for self-activity on the part of the child. 3. It makes the child a constructionist instead of a destructionist.

Some of us, as Normal College graduates, cannot but reflect upon the slow (and, we trust, sure.) movement in New York in regard to public Kindergartens. Consider the dates—1871—1896—and we have but ten public Kindergartens! Still the world does move. New York deserves credit for having given a special salary to Kindergartners. All her Kindergartners are also high school or college graduates. This is a great step in recognizing the importance of the work. Many other cities need to copy New York in this particular.

On Saturday, at the annual meeting, the feast was so bounteous that it is hard to make selections. The subject of "Child-Study" was well presented by Mrs. Anna E. Bryan, of Armour Institute, Chicago, seconded by Miss Amalie Hofer, editor of the "Kindergarten Magazine." Miss Bryan spoke of the danger of too direct probing in child study, and quoted Professor Russell in saying: "We may arrest the very phenomena we wish to study." She

spoke of the necessity of the Kindergartner rising out of instinct into a more conscious study of the child.

Miss Hofer quoted Professor Dewey in saying: "Finally and fundamentally the child is a social being," and advised us to remodel primary work on this line.

Rev. Leighton Williams spoke on "The Kindergarten in Relation to Social Reform." He left with us five seed thoughts, after a most interesting historical introduction, in which he reviewed the reign of law and of institutions under the Roman empire to the Renaissance. Modern thought seems to be yielding to something deeper, which he called the "coming consciousness of life." The five thoughts are as follows:

1. The Kindergarten takes hold at an age which has been comparatively neglected in the past.
2. The Kindergarten socializes the child.
3. It sets in motion a healthy development by a wise non-control—a leaving alone. It seeks the development of the emotions and the will.
4. It places the child in the right attitude toward nature.
5. It substitutes the intuitive for the autocratic in ethics and religion.

The Kindergarten is deeply religious and ethical.

"Thou makest the home thou longest for *here*, thy home."

J. B. M.