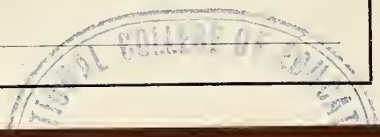




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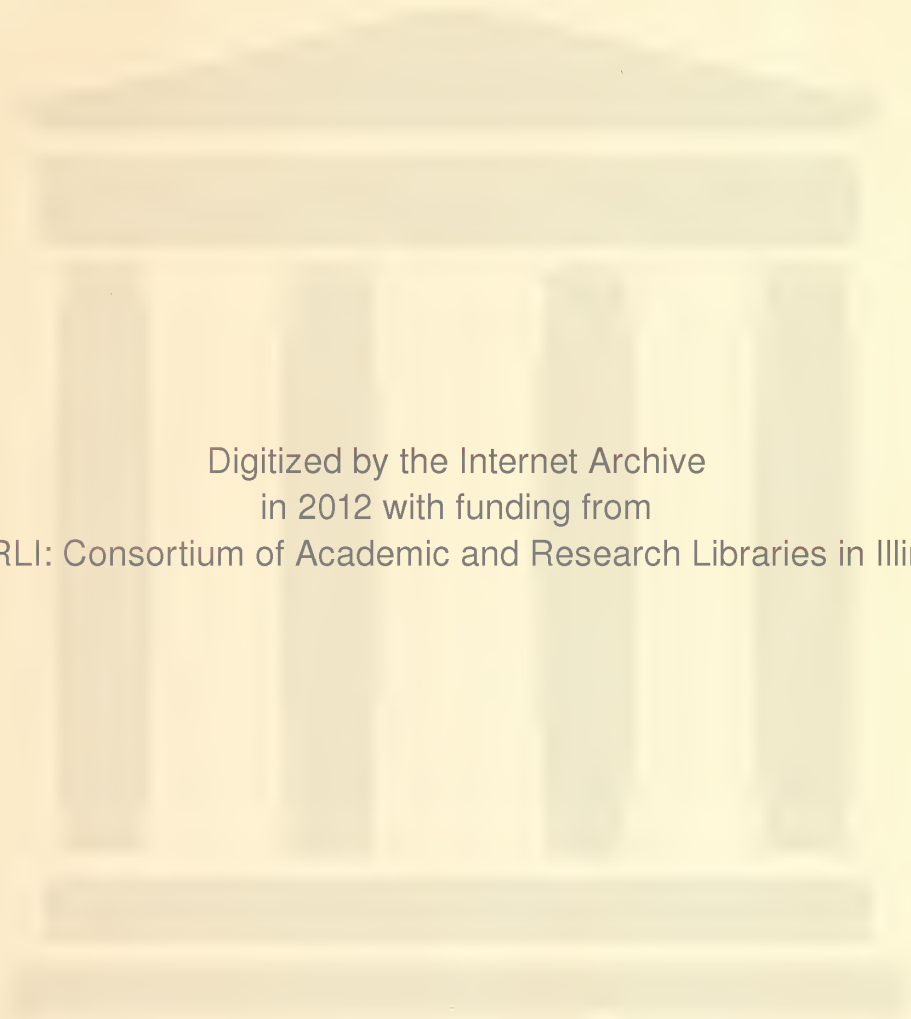
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THE  
KINDERGARTEN-PRIMARY  
MAGAZINE



VOLUME XXVI

September, 1913---June, 1914



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# THE KINDERGARTEN

— PRIMARY —

## MAGAZINE



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J. H. SHULTS, MANAGER.

SEPTEMBER, 1913

VOL. XXVI, NO. 1

Look over our great subscription offers elsewhere in this issue. We can save you money on your magazines.

THE paper by Professor Patty S. Hill, which appears elsewhere in this issue, should be carefully read and digested by every kindergartner in America.

SUSAN E. BLOW says, "Where there is no vision the people perish." Can the kindergartner without a vision really live the life that she should with the little children?

EVERY kindergartner should have Elizabeth Harrison's great book, "A Study of Child Nature," price \$1 postpaid, or we will send it with the magazine one full year for \$1.20, postpaid.

THERE is not a kindergartner in the United States who can afford to miss the article by Dr. W. N. Hailmann, which appears in this issue. Success will naturally follow the carrying out of the ideas therein suggested,

As per announcement in the June number, it is our purpose to issue the magazine during the coming year about the 20th of the preceding month. Taken all in all, this seems to be the most satisfactory plan.

WE again invite kindergartners who have had experience with the Montessori Method to express their opinion of the educational value of same through the columns of this magazine. Tell us briefly the results you have noted, as a help to other kindergartners.

THE extent of its field of action being taken into account, the kindergarten is the strongest moral force in public school education today. It

is essentially religious in the highest sense of the term and is doing more to shape rightly the lives of future citizens than any other public educational force.

DEAR Kindergartner, what of the coming year? Have you planned to make it the best year in your kindergarten experience? Onward and upward must be the aim of every kindergartner worthy to be entrusted with the training of little children. Resignation should always precede retrogression.

WHILE considering the many creditable things which the kindergarten stands for, it is well to remember that it stands primarily and fundamentally for the child, and, through the child, for humanity. This is the great underlying principle and should be the guiding star of every kindergartner.

INSTEAD of the regular program we propose to publish, during the coming year, a most excellent series of articles by Dr. Jenny B. Merrill, the first one of which appears in this issue, entitled "A Kindergarten Program." Special reference will be given to the work of each month, and the articles should not only be read but carefully studied and practically applied.

WE will give twenty-five free subscriptions to the first twenty-five regular kindergartners who will tell us in a few words, First—What department or articles which appeared last year were most helpful to them. Second—what new feature they would like to see appear in the magazine. This offer withdrawn October first. We will also give twenty-five free subscriptions to primary or rural teachers who will answer the above questions within the time specified.

## A FEW WORDS OF WARNING TO COMING KINDERGARTNERS.

BY DR. W. N. HAILMANN

You are about to enter the field as practical self-responsible kindergartners, and I, though unmasked, yield to the temptation of bidding you Godspeed. It is generally conceded, at least in theory, that the work of education is the most important public concern, and you take upon yourself a phase in that work which in influence and power leads all others but that of the mother. On your guidance will depend, to a great extent, the character and, hence, the future worth and happiness of the children placed in your charge.

It has been your privilege to gain an insight into the principles of early training thru the ministry of excellent teachers; but upon you alone will henceforth depend the qualities of the fruits which the seeds they have sown will bring forth. Insofar as your own individualities are strong, vigorous and energetic, you will aid the strength, vigor and energy of the growing individualities you cherish. In the measure of your own sense of justice and love, and in no other measure, will you aid the growth of these and other social virtues in the unfolding characters you guard.

You have been taught that the art of the kindergartner consists mainly in providing wholesome nutriment for the germs of vigor to grow in the direction of the beautiful, the true and the good; it will become more and more evident to you that, in order to enable you to do this effectively it must be your first and constant concern to cultivate an ever-growing love and appreciation of these things in your own souls.

You have been taught to rely upon the self-activity of your children as the one indispensable condition of growth in any direction. Remember that such self-activity can be stimulated and sustained only by your own self-active interest in their life.

You have been taught that the chief and un-failing criterion of the value of your measures in your life with the children is their joy in their work. Remember that this, too, can remain pure and genuine joy only in the measure in which you are capable of experiencing such joy in your work with your children, a joy, on your part, unadulterated with grown-up make-believe or supercilious condescension.

Throughout, the principle obtains: You must be what you would have your children become.

You have studied the principles and ways of

play, of the free intercourse of children with each other, with nature and with the things of environment under circumstances favorable to their all-sided development. And here it is all-important steadily to keep in view the fact that, in itself, play is without value, but merely offers the means of which self-unfoldment is the end. However, this subordinate position does not render it less important and indispensable in your work; for, without a judicious and adequate use of means, the end is lost. And what applies to play, applies in a still higher degree to the various modes of using play. Pedantry and routine often forget this and lose the end by slavish or indolent attention to means or to favorite modes of using them. The ideal kindergartner makes herself mistress of all the means and modes of using them within her reach and employs them as occasion and conditions may require, choosing in every case what seems to lead onward to the end in view.

Beware of the plausible whisperings of pedantry and routine urging that "in the kindergarten, too, there must be order." There is order in the kindergarten—I mean in the ideal kindergarten—the rich, beautiful, living order of the cosmos; and if you fail to have this order, you still fall short of the ideal. In the measure in which you have reached the ideal, your order is very different from that of the pedant and routinist. They keep order, to you it has come. Your children seem to feel, as it were, that unless they are orderly they cannot achieve their purpose which is so dear to them; hence, they are orderly as a matter of course, so long as your skill to stimulate purpose in them does not fail you.

Moreover, your order is organic, moves in free, pleasing curves; theirs is artificial, inorganic, moves or rests in fixed, angular lines. Their order is constantly decaying and crumbling, no matter how nicely it is varnished; yours lives, grows, expands. Their order is external, wholly on the surface; yours pervades the whole being. Their order is comparatively easy to keep, it requires only unfeeling rigidity that looks upon children as things; yours is vital, presupposes a mobile brain and a sympathetic heart that behold in each child a budding personality.

In a cold, jobbing sort of way, they push or pull or drive the children up the steepest and shortest road to the point they are told the children ought to reach; you and your children, led by a joyous sense of growing power and worth, you are at all times where you ought to be, for beauty and truth and the urgings of an exhaust-

less mutual good will are ever with you. With them, the main consideration is to keep on the prescribed road and to reach in schedule time an obscure and unattractive aim, unknown and unsought by the children; with you, the important concern is to follow the richest road, richest in opportunity for all-sided spontaneous activity, every step revealing new and delightful proximate aims that bring you steadily nearer to your goal. Their children reach their destination, if at all, weary and exhausted, often unable or unwilling for further tasks; yours arrive fresh and cheerful, vigorous and eager to proceed to stations beyond.

All this you will have, of course, if you are a true kindergartner; if not, you will have their order, or you will have confusion.

Pedantry petrifies its victim; renders her blind to the charms of the truth and beauty that lie beyond her shreds of knowledge and experience; prevents, therefore, further self-development and growth into higher phases of life. The pedant is so held captive by her actualities that she loses hold of the deeper and higher possibilities of her nature; she looks upon herself as the best or in possession of the best. How, then, can she seek with her children ever higher aims, she to whom in herself there is no higher? How, indeed, can she love her children, who is bowing in worship at the shrine of her own paltry achievements? How can she respect them who are so far beneath her and who can never hope to reach her exalted position?

Pedantry places a chasm between the kindergartner and her children. Her self-adulation makes her contemptuous of them; and her coldness and rigidity of manner—a sort of reflex punishment for her sin—render her uncongenial and even contemptible, or, at least, “funny” to the children. No unity of feeling can grow here; indeed, none ought to grow, as it could do so, only if the children themselves grew pedantic.

Whenever the kindergartner or teacher makes the child ostentatiously and in an adult way conscious of her own superior knowledge and goodness, she may be sure that pedantry is lurking close by waiting to see whom to devour. Let us beware, then, and takes refuge in sincere, unobtrusive living with the children; let us never forget to look upon child nature, the germ of a better future, as something to follow rather than to drive, to guard and to develop rather than to fashion, so that we may more and more recede from the snares and pitfalls of pedantry, so that to our own nature there may be added more and more the plasticity and perfectibility of child-

nature over whose unfoldment we are assigned to watch.

Routine, the twin sister of pedantry, is another of our foes against whom we should guard our work with all diligence. Routine begins with rules and ends with spiritless automatism. Too intolerant to follow life in its varying moods and manifestations and too ignorant to apprehend its nature, the routinist seeks peace in an unvarying daily practice which with obtuse self-complacency she applies in all cases regardless of individual differences, and at all times, regardless of new circumstances, new desires or new sympathies. Nothing disturbs the easy-going routinist: she is ever the same smiling or morose but always spiritless automaton.

Possibly, routine is even more dangerous than pedantry, because it makes all things run so smoothly and in the garb of intelligence. You have stood before the modern printing-press and felt a kind of awe. It almost seemed to you that this complicated mass of moving parts, doing everything so quietly, so correctly and unerringly, was endowed with intelligence. Thus, too, the machine that is run by the routinist in school and kindergarten has all the semblance of intelligence: all is done so smoothly, at the right time and in the right place that the unwary are only too prone to look with wondering awe upon these manifestations of what seems to them growing mind, yet is only fixed automatism. Intelligence, indeed, had contrived the machine, and so perfect is its gearing that those who run it can shine with the scantiest supply of that commodity.

Routine is pernicious in its reaction upon the unlucky routinist. As, externally, she becomes more and more distinguished by a certain rigid regularity and precision, strict localization and economy of movement, even in her smiles and frowns, she loses internally that creative buoyancy, that cheery elasticity, that ready spontaneity and responsive energy which characterize a sound, vigorous and active mind that finds joy even in hardship and toil. In due time, the progressive spirit of humanity, applying the discoveries of new facts and principles, contrives better ways and more effective measures, but the routinist, unable to adapt herself to these, like other antiquated machines, shares the fate of old iron.

---

DENVER has 10 public playgrounds, with a teaching corps of 19 men and women.

## SOME HOPES AND FEARS FOR THE KINDERGARTEN OF THE FUTURE.

PROF. PATTY S. HILL

(Director of Kindergarten Department, Teacher's College, Columbia University.)

The purpose of this paper is three-fold—first, to give public expression to a deep and abiding faith in the kindergarten, stating reasons for that faith; second, to express some doubts and fears for our future which will be groundless, provided we awaken to the fact that we are facing a crisis which demands a reconstruction of the kindergarten; and third, to express hope for a greater future, if we as a body of educators can resolutely turn our faces from the past to the present conditions in social life and education, which must be met with new methods differing radically from those in use in the kindergartens of the past and those in existence today.

### I.

#### *Reasons for Faith in the Kindergarten.*

After years of service in the cause of kindergarten education, one's faith in its possibilities as a factor in education grows, takes deeper root, and puts forth leaves and blossoms of hope. Nor is this faith without worthy foundation. It is based upon what has been accomplished in a short but remarkable history in which the kindergarten has given unmistakable evidence of that life-giving element which has taken it as a gospel to childhood and motherhood into every type of present civilization from the lowest to the highest. The new life it has brought to all shores has made it survive all the struggles of the past, and we who have served the cause through the struggles of the past, believe it will survive those it has yet to meet, rising phoenix-like out of its own ashes, with renewed strength after each apparent death struggle.

If we give a backward glance over our history we find three crises already met; with one which gives the promise of a successful issue in the near future. The first great battle came in our early history when we had to go to war against traditional conceptions of education held by the teachers and parents of that period. President Butler tells us that in that day the message of the kindergarten was a strange one to the average school man. To him it was the dream of a mystic, fantastic, poetic and impracticable. Froebel's conception of play as the chief cornerstone in the education of young children was to the educators of that day sufficient evidence against the sanity of his followers. To those whose conception of education began and ended

in the three R's—a course of study embracing the child's native love of play, song, stories, drawing, construction, gardening and excursions was all that was needed to brand us as adherents of a "soft pedagogy" which would spoil the child of the day and ruin the next generation as students, or as steady-headed citizens prepared to meet duty when shorn of pleasure. All the faults of students who in their dim childhood attended a kindergarten, even for a short period, were laid at our door. The kindergartner was a symbol of Pandora who was responsible for all the evils in modern education and civilization.

Little at a time this prejudice passed, and kindergarten was smiled upon as a fanciful form of education which was harmless, if the child was too young to be taught things of real value, such as those represented in the narrow curriculum of the primary schools of that time. While this was somewhat of a victory, the more complete one followed when the primary rooms opened their doors to the happy occupations of play, songs and games which had proved their value first in the kindergarten. When a system of education avowedly based upon the play instincts of the child, conducted without the instrumentality of books, slates, desk and the technique of the three Rs, not only proved its validity for the child at the kindergarten period, but regenerates primary education as well, the first great battle in kindergarten history had been won. As a result, in some instances we find primary and elementary grades applying the principles of self-activity and development—more consistently than we in the kindergarten. It is not an unusual experience to find teachers in the primary grades more willing to wait for the child to develop naturally in mathematics, music, literature, etcetera, though they talk less about self-activity and development than we. It has been a matter of surprise in conducting classes for kindergartners and grade teachers to find that their conception of technique along these lines is frequently much simpler than those held by kindergartners.

We have weathered a second storm of much greater intensity than this. A battle with an enemy outside the camp is always more easily won than one within. The test of our intrinsic worth as a factor in modern education came when the battle had to be fought within the ranks—among ourselves. Here again we have met with a remarkable success, though the struggle was a severe one. The moment arrived in our history when modifications of theory and practice to meet the present-day situation were im-

perative, and had the right to difference of opinion not been conceded, stagnation and death would inevitably have followed. As a body we met this situation valiently with the result in a most wholesome attitude toward wildly divergent opinion, and the kindergarten developed as never before in its history. The theory and practice of the kindergarten are no longer passed on by the sole method of Froebelian authority, and the attitude of investigation and inquiry in arriving at the true worth of Froebel has come to stay. The immediate outcome of this spirit of research has been the elimination of much that was valueless in kindergarten procedure, and the substitution of methods and materials true to the spirit of Froebel, though not laid down in his original practice.

Having just outgrown undue emphasis upon these differences of opinion among our own leaders as we came to realize that the whole truth was not in the possession of any one leader or party, we had agreed to disagree, when, lo and behold, a seeming rival system of education appeared upon our horizon. This, the first serious rival the kindergarten had ever had, was imported from the ancient city of Rome, its claims for attention, unfortunately announced in the most sensational headlines in the history of pedagogy.

This startled all kindergartendom into an active attitude of investigation, and, not satisfied by the basis for the claims heralded far and wide in print, within a few weeks kindergartners of all faiths and creeds set sail for Rome, and the pilgrimages still continue, though the pilgrims return with varying reports as to the true worth of the new system. The result of this has been of untold value to the kindergarten, especially Dr. Montessori's emphasis upon the importance of liberty and auto-education, a new name for an old doctrine of freedom familiar in theory to all kindergartners, though frequently violated in practice. There is no doubt that the inspiring presentation of liberty made by Dr. Montessori will not only serve to clear the kindergartners' own thinking along these lines, but will win the appreciation and support of parents, school principals, and superintendents who were not prepared to appreciate the importance of spontaneity and what Froebel called "self-employment" in the education of young children.

Now that Dr. Montessori's writings are freely translated and we have had opportunities to experiment with her theories and materials in American kindergartens, no trip across the water to the doors of the prophet is needed in

order to have very decided opinions regarding the comparative values of the two systems of education. While superficial investigators have dismissed the whole system of Montessori with a mere shrug, or gone to the opposite extreme of wholesale acceptance, on the whole, the attitude of the kindergarten toward it has been wholesome. A careful, critical study of the two, with an unbiased comparison of the strength and weakness in each, seems to point to the fact that the kindergarten, *with decided modifications*, in its practice, is still in the lead, not only in the estimation of able kindergartners, but in the judgment of leading school men and women, as well. The outlook for the kindergarten is most auspicious, if we keep our minds open to every legitimate channel of suggestion for improvement.

The kindergarten is going to be studied and investigated by superintendents who have ignored us in the past. Montessori has set a new standard, and started a crusade to study and rescue childhood from the ignorance of society. She has made infant education a parlor topic, and those who never gave the kindergarten a moment's study, are faithfully reading her theories expressed in terms which average thinkers can grasp.

While we should be willing to acknowledge our share in bringing about a situation in which we were ignored as a part of education, superintendents of a certain type have rejoiced that any rival system has made its appearance, and have accepted it, in some instances, as a substitute for the kindergarten on the basis that any change was bound to be for the better. Our blind loyalty to Froebel, our inability to discriminate between the ephemeral and the permanent values in his work, our unwillingness to press forward at any cost of traditional procedure, and fulfill the prophecy foreshadowed in our early history, have given the Montessori system the hold it has taken upon many superintendents. We are so quickly on the defensive when Froebel or the kindergarten are under the fire of criticism, so unshaken in our belief in the cause we represent, that the average educator welcomes, with a twinkle in his eye, any new movement which will startle us out of our pedagogical satisfaction, our dogmatism and fetishism.

While many of the criticisms of the kindergarten have been unfair, uncritical, and far from discriminating, "where there is so much smoke there must be some fire." The very fact that the adherents of the Montessori system can make such statements on the printed pages as the fol-

lowing are evidence of the low grades of practice which must exist somewhere to have been seen by the authors of Montessori literature. For example: In the kindergarten the children are taught, in the Montessori schools the children learn; or again, the statement of another author that she had never seen a kindergarten in which all the children were not doing the same thing, at the same time, and in the same way, with no freedom and no scope for their individuality. Good results are following all these criticisms of the kindergarten, whether just or otherwise, though it is but fair to say that had parents and educators investigated the present status of the kindergarten they would find most of the weaknesses criticised in print, long since outgrown; the methods and materials attacked discarded, and the whole procedure in process of reconstruction. This movement of reconstruction within the kindergarten is almost without parallel, though critics of the kindergarten overlook the fact that within a decade the technique of the kindergarten has been wisely reconstructed in the light of modern psychology, child study, sociology and hygiene. While this was accomplished many years before Dr. Montessori's work was made known to the public, it is interesting to observe the new impetus it is giving to the reconstructive movement in the kindergarten. It has opened the eyes of kindergartners to many of the deficiencies in the kindergarten, and impressed many with the imperative need for changes in kindergarten practice among those who were opposed to modifications or doubtful regarding their advisability, or too fearful to venture upon the dangerous undertaking. Then truly may we say, that Montessori may prove to be a real blessing to the kindergarten, even though to some it will seem a blessing in disguise, if it arouses a widespread study of the needs of little children, for it is confidently believed that any critical and unbiased investigation of the respective values of the two systems will reveal the fact that the kindergarten has within it the promise, if not the fulfillment, of the sanest, the healthiest and most all-round system of education yet devised for little children. We have in America today educators far in advance of any from foreign shores. One can but wonder when we will hear the voice of the prophets in our midst, and put an end to the importation of foreign systems as such, none of which meet the needs of our democratic society and institutions without radical modifications or adaptations. It has taken years to free ourselves from many details of practice which may have been

admirably adapted to the needs of children living in the peasant localities of Germany where Froebel worked them out, but ill-adapted to kindergartens in the large, modern city. Kindergartners are not the only people who have made such blunders. The same problem soon presented itself when the systems of manual and physical training were introduced from Sweden and other foreign lands. The outlook for a repetition of this error is evident in the introduction of Dr. Montessori's system, though it is hoped that the day is not far distant when we will study our own problems first-hand, working out our own solutions under the inspiring leadership of some great American genius, using all foreign systems only in so far as they suggest solutions of our native problems growing out of the democratic ideals embodied in our civilization.

## II.

### *Fears for Our Future and Their Causes.*

If we have proved our ability to meet each battle with success in our past history, it would seem that fears for our future are groundless; but the danger lies in our unconsciousness of the crises which are at hand—crises which demand our approach with courage, candor and generosity, if intelligent adaptations of the kindergarten are to be made. We must read the signs of the times in advance, and must prepare ourselves so we do not come upon them unawares and ill-prepared.

An attempt will be made to state the conditions which demand immediate preparation in modifications of kindergarten training and practice. First, the fresh air crusade now being waged with such success among young parents. In a decade physicians have awakened society to the preventive and curative value of sunlight and open-air. While this includes adult population, the special emphasis has been placed in the importance of these in the care of infants and young children. Public consciousness has so absorbed these new ideals that they are accepted without question by society. Now, the question is, how is education going to adapt itself to the changing ideals of society? This is a matter of great moment in any field of education, but in the kindergarten it is of immediate consequence. There is no doubt of the fact that we must provide all the conditions which make for health in the future, or the kindergarten as an institution is doomed. We may tell at length the intellectual, ethical, aesthetic and social advantages secured by children in the kindergarten, but unless these values may be secured in surroundings



which not only preserve, but contribute to health, our words will fall on deaf ears.

The kindergartner should not have fallen in line because she was forced to in order to survive. She should be in the lead, joining forces with the physicians and psychologists, educating society to demand large, light, clean and well-ventilated rooms, in addition to open-air spaces in gardens, playgrounds, and on roofs, where little children can work and play in social groups under conditions which even the best homes cannot duplicate or surpass.

In addition to this, the curricula of our training schools should be altered to meet these requirements. Our young kindergartners should be trained in all that pertains to the health and physical welfare of little children. Hygiene should be so deeply ingrained in their consciousness, that even the minutest detail of kindergarten practice would be measured and evaluated in the light of it. All that they are now receiving in this line is not sufficient. Every kindergartner should be a specialist in hygiene if she is to take upon herself the grave responsibility of bringing young children together in social groups at a period in their development when they are peculiarly liable to infection, contagion, and over-stimulation. *We must ask for the best for the youngest members of society*, giving the scientific reasons which justify this demand in such simple and convincing form, that society will co-operate in providing the best from the economic, as well as the moral point of view. If we want these things, because we know whereof we speak, we will persuade society to co-operate in time.

Second—Another matter of immediate importance is the reduction of the present waste between kindergarten and primary. If a unity is not prepared for in the future, not only the child, but both institutions will suffer. There seems to be a most simple means of altering this situation, one which would prevent the waste which exists in even our best schools. If kindergartners were fully trained in primary, or, if you prefer to put it the other way, if primary teachers had full training in kindergarten, the problem would solve itself.

There are few changes in the nature and development of the child as he passes from the kindergarten into the primary to justify the present separation and sharp distinctions between the two. The period from four to eight is practically one, and our school systems should unite the corresponding grades by training teachers for kindergarten and primary together, so that a

teacher may be prepared to teach the child anywhere from his fourth to his seventh or eighth year. The results of such a unification would be equally beneficial. The primary training would sift out of the kindergarten many activities which have crept into its procedure—activities which have little or no educational value and persist from tradition. While making the child temporarily happy, they lead nowhere, and the child would be equally happy and much better employed in other directions. On the other hand, the spirit of the kindergarten which has brought a life-giving element into education, would pervade the grades to a greater extent, bringing happiness to both teachers and children, and a freedom from an over-loaded curriculum which makes children look back upon the kindergarten as the happiest period in their education.

The most obvious reason for unification, however, lies in the elimination of waste. Recently a kindergartner who was equally trained in primary, was visiting the kindergarten and primary in a number of schools. After an hour in a very good kindergarten she stepped into the primary room, which, unfortunately happened to be in the hands of a very poor teacher. The visitor reported that the difference in the atmosphere, and in the attitude of the two teachers was so marked that it almost struck one in the face. As it was in the month of February, the children in the primary had been promoted within the month; but, sad to say, school-room apathy of the worst order had settled upon them in the few intervening weeks. The bored little faces bore evidence to the indifference and absence of interest in such simple arithmetical problems as, one and one, one and two, etcetra. While there is nothing very thrilling to stir the imagination in these problems, one would have thought the children fully prepared, through their kindergarten experience, to give correct answers, at least; but the answers were as incorrect as indifferent. The visiting teacher ventured to ask if she might try an experiment with the children, using more vital, more difficult and more complex problems. The effect was immediate, every child became alert and eager to participate, working with ease, interest and success in the new ground not covered by the curriculum of the kindergarten. Unfortunately this is not an unusual case. How many primary teachers have ever taken the trouble to find out what ground is covered in the kindergarten, in number, language, literature, music, manual training, art, etcetera. On the other hand, how many kindergartners know definitely what is to be expected,

and legitimately required of the children as they pass from the kindergarten into the primary grade? Is it not evident that this knowledge would enable her to use those activities, which, while meeting the child's present needs, would lead definitely toward the next step to be taken in the primary? Again, would not the primary teacher be much better prepared to utilize what has been done in the kindergarten, and to avoid useless and boring repetition if she knew what she had a right to expect of a child who had been in a kindergarten?

In addition to the welfare of the children there is an economic aspect with teachers which is not to be despised. Would we not add greatly to the teacher's economic independence, if we prepared her to teach in several rather than in one grade, as most kindergarten training schools now do? Instead of leaving normal school prepared to teach kindergarten only, would we not also prevent many of our graduates from drifting into primary absolutely unprepared, the position being accepted not from choice, but because a good kindergarten position was not available? Would she not be a much better kindergartner or primary teacher if she was equally well prepared for the kindergarten, the first, second and third grades?

This is not two many grades in which to do thorough and intensive work, if much unnecessary technique is eliminated. But, the kindergarten training teacher says, two years are all too short as it is. What would be the result if primary was added? There seem to be several answers to this question. In the first place, much of the training of the kindergarten and primary of today is along common lines; for example, psychology, child-study, music, art, literature, etcetera; and other subjects would be greatly benefited by a common treatment. Another answer to the objection to unification may be put in question form—if it takes so long to train teachers in the technique of the kindergarten, is not the technique unnecessarily complex and uselessly detailed? The waste in training kindergartners along the lines of manual training, or what used to be called the schools of work, is appalling.

In the third place, it may be said, if two years is not sufficient time in which to prepare for both, would not the economic returns with both children and teachers justify the addition of a third year in the training schools?

The demand for classroom teachers and supervisors is already upon us. It is not a future requirement, but one which demands an immedi-

ate alteration of the curricula in our normal schools, and yet few of our best known training schools are prepared to meet the situation. In this respect state and city normal schools are far ahead of our private training schools, where the problem is either ignored, or so inadequately solved that the results have little or no worth. At best such training schools seem to have a short primary course *attached*, with no practice and a negligible quantity of observation. This is not given to prepare the kindergartner to teach primary, but to give her some insight into the curriculum and technique of the primary school. Investigation as to the quality of these courses is rather disappointing, as we find many of them not only short and incomplete, but taught by teachers with very inadequate preparation. Frequently the instructor is a kindergartner who taught primary some years ago before she entered the kindergarten. As a consequence, such courses are presented in blissful ignorance of the radical changes made in primary education in the interim.

Third—The third obstacle in our pathway is the type of examination required of the graduates of normal schools before they can teach in the public kindergartens in our cities, and throughout the state. No one cause is retarding the improvement in the curricula of kindergarten training schools more than this. Some of the state examinations, made by mysterious beings usually unknown to the public, give questions so antiquated and out-of-date that all first-class training schools have long since discarded them. Yet the graduates of our training schools must be prepared to pass examinations on out-worn creeds, if they are to teach in public schools. If one goes over the curricula of different training schools, quite a bit of work assigned of this type is avowedly surviving, not because of its value to either the teachers or the children in their care, but for economic survival after graduation. One of two consequences is inevitable as long as state and city educators permit these antiquated examinations to be given. Either valuable time must be taken from subjects of undoubted worth and given to preparation for these examinations, or, students have to be told to get down dusty guide books on the kindergarten procedure of a decade or more ago, and literally cram for the occasion. Neither of these methods is worthy of educational respect, but one or both must be resorted to in many instances. An investigation of the method and materials of examinations in all our states and cities should be made, if the curricula of our

training schools are to be rescued from much worthless, antiquated subject matter, and the students and instructors left free to put the time on those things which are of permanent value.

Fourth—Another difficulty we should face is the tendency to produce an over-stocked market through the large number in our training classes. This tendency is most evident in several ways: First, in the long waiting lists in many of our large cities; second, in the closing of kindergarten departments in some of our state normal schools, or in consolidating the kindergarten and primary departments; third, in the discouraging advice given by teachers' agencies to young kindergartners applying for positions. There seems to be two very sure ways in which this difficulty can be corrected. First and foremost should be the effort to lift the standard of entrance requirements, and the quality of work demanded in our training schools, accepting only the best out of the many applicants who still clamor for entrance in spite of the unencouraging outlook for good positions after graduation. There is no doubt that to the normal young woman, especially those of the maternal type, kindergarten work is not only so alluring, but so satisfying—so like the natural work of the mother—that young women will always be drawn to it in numbers too large to justify the opportunities for good positions afterward. If we would cut down the list applying for entrance to a small, highly selected group of young women, we could, with the better material thus secured, together with the higher grade of work made possible by smaller numbers in the classes, send out from our training classes students so well prepared, both through native aptitude and professional equipment, that the public would demand more kindergartens, and thus, in turn, more kindergartners. The second cure for the over-stocked market has already been discussed under another heading—namely, the common training for kindergartners and primary teachers. If every graduate was prepared to teach several grades this economic difficulty would take care of itself.

Fifth—The last suggestion regarding ways and means for building a more hopeful future is difficult to state, because it is the most subtle of all problems. The time has come when it is not only expedient, but imperative, for us to introduce a more experimental method—a method of inquiry in our training classes. Many of us now training the kindergartners who are to be the leaders of the future, have, all unconsciously to ourselves, carried over from a day in which we

were, as a profession, in possession of a superior body of truth, a method out of date—and outworn. We should now be able to introduce a method of inquiry and investigation well nigh impossible when we were receiving our training.

We who are training the kindergarten leaders of the future should ask ourselves some searching questions. Are we turning our students' faces toward new avenues of truth? Are we willing to see these investigated and tried out, if found worthy of the experiment; or are we still initiating them into a body of truth voiced by a great educational prophet three quarters of a century ago? Is the reputation we have as a body of teachers separate and apart from education altogether unjust? Whether true or not, we have impressed people as blind followers of the past, as fetish worshipers, loyally clinging to one leader as the sole authority for all truth. It is largely due to our endless quotation of Froebel, on any and every problem of education and life, that Froebel, worthy of the deepest respect, is coming to be smiled upon as the educational idol of a deluded following of women; that the kindergarten is coming to be looked upon as "the home of lost causes and impossible loyalties." Our lack of perspective in defending those aspects of Froebel's work, which science and common sense have disproved, are sufficient reason for Matthew Arnold's criticism of Oxford being applied to the kindergarten as "a sanctuary in which exploded systems and obsolete prejudices find shelter and protection after they have been hunted out of every corner of the world." Froebel does not merit such treatment, but we should not blame others for this. On the contrary, we should put ourselves to the test—are we broad in our educational interests—are we willing to merge ourselves into the larger whole of education, even at the cost of yielding many of our traditions, our philosophical lingo, our technical terms which separate us from other teachers? Would we be willing to yield such purely "kindergartenish" terms as "gifts," "occupations," "life, beauty and knowledge forms," the kindergarten "program," and many others of like nature, if in so doing we unified our work with those in the elementary school along the same line? Could we forego our own individual name, if by so doing we could eliminate the distance which now exists between the kindergarten and the school? Why should we have to say "the kindergarten and the school" any more than the primary and the school? Education has grown from above downward, and primary education is a matter of recent universality; yet it

has become so organic a part of the school that no one thinks of saying the primary and the school. One includes primary as an integral part of the school. Is this equally true of kindergarten, and are we willing to make any righteous sacrifice to bring this to pass?

There is also a hampering sense of loyalty current in kindergarten circles which seems to be inhibiting the development of the young generation of kindergartners and the kindergarten. Are we urging our students to out-strip us, to press forward as fast as the vision of the new days dawns; or do our graduates have a narrow sense of loyalty to us, their training teachers, to their alma mater or their party? Are we helping them to see that the only loyalty worthy of the name is loyalty to vision even if it differs with the view of truth revealed through us to them? Are they inspired with the nobility of daring, of risk, of willingness to lose all for the Kingdom of Heaven as each sees it? It is easy to bury the talent, and excuse ourselves for the lack of courage and any sense of responsibility by falling back upon an ignominious form of caution.

We who ran the risks a quarter of a century or more ago; we who dared to ally ourselves with a new and despised form of education; we who went out to try the untried of an earlier day; are we, in the caution which creeps upon us after battles, fought, won, or lost, going to deny to the young generation the opportunity to risk all in like manner for the Kingdom of Heaven as they see it, because it is not the kingdom we see? Every teacher should read "Milestones" once a year or listen to the "Prayer of the Young to the Old" voiced by one of our rising American poets, Cale Young Rice, which runs thus:

You who are old—  
 Who have fought the fight—  
 And have won or lost or left the field—  
 Weigh us not down  
 With fears of the world as we run!  
 The warning to which we cannot yield,  
 The shadow which follows the sun,  
 Follows forever!  
 And with all that desire must leave undone,  
 Though as a god it endeavor,  
 Weigh, weigh us not down!

But gird our hope to believe  
 That all that is done  
 Is done by dream and daring—  
 Bid us dream on!  
 That earth was not born

Or heaven built by bewareing—

Yield us the dawn!

You dreamt your hour—and dared, but we  
 Would dream till all you despaired of be;  
 Would dare—till the world  
 Won to a new way faring,  
 Be thence forever easier upward drawn.

Or in the words of one of the poets of old when inspiring the soldiers of the new faith to press forward at any cost, "Wherefore, seeing we also are compassed about with so great a cloud of witnesses, let us lay aside every weight, and the sin which doth so easily beset us, and let us run with patience the race that is set before us." When we are willing to lay aside every dead weight of tradition, and the educational sins which so easily beset us, then the limitations of the kindergarten will be acknowledged and outgrown, and the best in Froebel will be so deeply rooted in both the kindergarten and the school that the eternal verities for which it stands will live as a vital force in all education even if every kindergarten, so-called, existing as an institution separate and apart from education as a whole, should fade from memory.

SWIMMING lessons, sex hygiene instruction, aviation, and wireless telegraphy are some of the new subjects in city public schools as reported to the United States Bureau of Education.

"THE best thing in my section this year was the introduction of industrial education for the negroes by means of a negro supervisor," writes a division superintendent of schools in Virginia.

It costs 25 typical American cities an average of less than a dollar a year per pupil to provide free text-books, according to W. S. Deffenbaugh, of the United States Bureau of Education.

THE course of study in the Alabama normal schools is to be radically changed to include such subjects as: Rural sociology, biology, domestic science, domestic art, library methods, school gardening, and agriculture through club work.

SOME of the rural schools in the State of Washington have college graduates as teachers. In that State they pay good salaries to country teachers, because they believe that the country school should be as well taught as the city school.

## THE PROBLEMS OF THE KINDERGARTEN IN LARGE CITIES.\*

BY FANNIEBELLE CURTIS

In the City of New York there are more than 850 kindergartens with some 30,000 children attending; 325 square miles of territory with nearly 40 miles between my most northerly and my most southerly kindergartens, and 35 miles between my most easterly and westerly. Within this radius there are all sorts and conditions of people from the racial, economic and social standpoints; 66 different languages are spoken, and yearly a million aliens come from 98 different countries to this sea-gate of the world. A human flood of 75,000 non-English speaking children pour yearly into our schools. These are conditions creating many problems.

In New York we are always agitating about everything possible, including the salaries of teachers. A few years ago when new salary schedules were being devised, it was proposed to place kindergartners on a separate and lower salary schedule than other grade teachers. We argued by day and we argued by night that in the last analysis the matter of compensation is not a commercial issue, not a matter of supply and demand; it is a determining factor in the real power of the kindergartner, and any city that does not give its kindergartners a living and more than a living salary, drives out of the profession the kind of women we most need. Today the salary of my kindergartners, with that of other elementary teachers, is \$720 minimum and \$1,506 maximum, settled by state law and thus beyond the jurisdiction of any local, political administration.

Kindergarten rooms, well built, well adapted, well ventilated, with roof-garden or out-of-door garden, are not general in New York City, and we realize that the solution of many of the finer problems will come when we have them. In congested localities, I believe in the segregation of the kindergarten in small buildings. Many times I have felt that a kindergarten loses its breath by being placed in a building accommodating from three to five thousand children under one roof.

From many years of experience, I think I know how many hours the young, enthusiastic kindergartner of the finest type can play

\*Address given at I. K. U. Convention, Washington, D. C.

and dance and sing and be the mother and educator of a group of little children. Some Boards of Education, not mine, I am very happy to say, believe that a kindergartner can have under her care a group of children all the school hours of the morning and the same or another group all the afternoon. From the standpoint of physiological psychology and environment, every supervising official should study and know the daily breaking point of a vital earnest kindergartner. To give the kindergartner a task beyond the breaking point causes education to partake of sweatshop methods.

Our educational engineers have never, scientifically, determined upon the number of children that there should be in a kindergarten group; the size of the kindergarten is often arbitrarily decided and is generally a movable feast. The layman who does not know the difference between a kindergarten gift and a birthday present, assures us that a kindergarten is like an elevator with always room for one more.

I cannot find anything but praise for my Board of Education and for Superintendent Maxwell; fifteen years ago there were 40 kindergartens, to day there are under my supervision 868, an increase of 94 per cent. In one year we added 161 kindergartens. We have kindergartens for the blind, convalescents in hospitals, and kindergartens for cripples. We are planning to establish kindergartens for defective children, bearing in mind the Montessori contribution; kindergartens for the deaf, also an experimental kindergarten in a Girls' High School, not for the purpose of training kindergartners, but from the standpoint of having our high school girls know more intimately the lives of children.

We have been building our foundation and now we believe we are ready to face the greater kindergarten problems. It is time for us to cast away our swaddling clothes and, in every city, to face the larger issues.

As I have previously said, there are 30,000 children registered in our kindergartens, yet, tomorrow morning in New York City, on the most conservative estimate, 55,000 children will go to the kindergarten of the streets and tenements, because there is no room for them in our school buildings. To provide for these children we need immediately 1,116 additional kindergartens. You know, or ought to know, the conditions in your city or town

on the same ratio, and the glory of kindergarten is that it is young enough and vigorous enough and has courage and faith enough to grapple with these and other problems of its existence.

For years I have been thinking of the solution of this problem, of how to get these thousands of children into kindergartens, and, as I see it for my city, the solution is to have a State Compulsory Education Law that will protect with its beneficent influence the kindergarten child of four as the present law now protects the older child. I prophesy this for New York City. The political and financial objections I can forecast, yet experience proves that any city rises to that which is required of it by state legislation. We leave it to Miss Lathrop and the Federal Children's Bureau whether such action from a federal standpoint would be constitutional.

However, I do believe that the International Kindergarten Union should go on record in asserting that it is quite as much a concern of the federal government to environ the helpless years of childhood as to expend scientific endeavor on the raising of blooded cattle or more intensive wheat crops. There are, no doubt, many mothers who would object to such a law; this law should therefore be drawn to protect the rights of intelligent mothers; unfortunately maternal instinct and intelligence are not always combined. What of a mother such as this? She lived in a tenement and the nurse on her round of visits made some suggestion as to the care of her child. The reply of the irate lady of the tenement was: "You come here to tell me how to train my child, me that has buried seven."

My anxiety as a supervisor is, will the kindergarten laborers be ready for this harvest? This is the problem of the training teacher and the supervisor reinforced by departments of graduate work.

A cardinal point in my creed for a supervisor is, that her kindergartners shall always know where she stands on all vital educational points. Perhaps I can best express to you my reason through that illuminating little verse in the Book of Corinthians: "For if the trumpet give an uncertain sound who will prepare himself to the battle." By way of concrete illustration from the kindergarten, may I take the oft-times beloved, occasionally hated, sometimes tolerated, always exploited, kindergarten program? My kindergartners may know first that my general philosophical

background for the program is that originality reaches its highest point through limitations. This is true of divinity and humanity.

All my experience, based upon fifteen years of supervision, goes to prove that it is neither just nor fair to ask a young kindergartner to reduce kindergarten educational theory to educational practice. In the recently published report of the Committee of Nineteen on "The Kindergarten" the "progressive" members of the committee agree with those of us who are conservative, that to leave the program to the unguided initiative and judgment of the individual kindergartner would be a serious error. Also in their report, as I read it, the progressives stand for what they describe as a *Via Media* and the characteristic mark of this *Via Media*, in relation to the curriculum, would seem to be that *the subject matter should be outlined for large units of time, and by large topics with comparatively little detail*\* I reason on these phases of large units of time and large topics with comparatively little detail, just as I did on the original proposition, that it seems unpedagogical to leave them to the unguided initiative and judgment of the individual kindergartner.

Does not the problem resolve itself into our conception of guiding, or our method of guiding?

I believe we have solved the problem of program making in New York through the department of graduate study of the New York Kindergarten Association of which Mr. Hamilton Mabie is president. A few women in this association who realized the complexity of our problems established this department as a contribution to the cause of kindergarten education, with courses free as the air and sunshine to graduate kindergartners, on any subjects we elect, program making, games, art work, literature, psychology, folk dancing, Sunday school methods, playground work, etc.

For a few months in each year in various sections of the city we have weekly program conferences. An hour a week all who so elect focus their thought upon the common problems of a plan of work. Out of this grows a common insight and aim and a better understanding of a developing method. Each must bring her contribution from her own experience.

The individual experiences of the kinder-

\**The Kindergarten*, page 258, quoted from Dr. McMurray apparently with approval.

gartner are clarified through the collective experiences and the kindergartner's efficiency and creative ability increased a hundred fold. For the very purpose of not hampering my kindergartners and to conserve their originality in the differing conditions they must meet I have never imposed a curriculum. We acknowledge that we are experimenting along the lines of reducing kindergarten theory to educational practice. We are tremendously interested in this building of a kindergarten program. We do not claim finality or any degree of perfection. We repudiate uniformity as to time and details.

The transcendent problem is the realization on the part of the kindergartner that the home is one of the greatest factors in education. Not all the best education is within the four walls of the school-room, especially in cities; it should stretch out into the home and bless and educate the little child and his mother. Time would fail me to give you any adequate account of the 60,245 visits of my kindergartners in the homes of kindergarten children, and the 78,136 mothers attending our Mothers' Meetings in a year, the annual conventions of mothers and their Summer Kindergarten Day Camp, where 10,000 fathers, mothers, and children went last summer.

I do not wish to be at all sensational, but if you as kindergartners and women are asleep and dreaming concerning the social evils that menace even childhood in our cities, may you have your awakening. Specifically I mean that there is a traffic in little children of tender years which is just as appalling as any annals of white slave history, and in searching our own souls the burden of proof is upon us to show as women and kindergartners that the responsibility is not ours.

The hope of our country is the recreation of the home, and when the nation realizes this, it will find the preliminary work done by the kindergartner who, grasping the hand of the mother, would lead the little child to the portals of the world and life eternal.

KENTUCKY is having a real educational awakening, so real that people are not afraid to pay what it costs to create and maintain an efficient system of schools. One tax collector reports that citizens who have been in the habit of complaining because of higher taxes said it was "all right" when informed that the increased rate was in order to give more money to the public schools.

## THE KINDERGARTEN PROGRAM

With Special Reference to the Month of September.

JENNY B. MERRILL, P.D. D.

(Ex-Supervisor of Kindergartens, Special Lecturer on Educational Topics.)

A greater interest than usual in program making has been aroused this year by the publication in book form of the report of the Committee of Nineteen of I. K. U. Three reports are given in the book representing slightly different points of view of the kindergarten program but having much more in common.

It is more than likely that this new book, "The Kindergarten" (which can be ordered thru this magazine), will be used in Training Schools in the future for reference if not as a text-book. Hence we advise all kindergartners who wish to keep abreast of their younger sisters, not to neglect its discussion in alumnae gatherings and in group meetings, in reading circles, and if possible, to prepare themselves by private study of its contents for the year's work now opening. Secure it for your school library. Secure it for your city library. Best of all, secure it for your own.

This book contains many theoretical and philosophical pages that may appall the young student, but, as in reading some of Froebel's own writings, it is not necessary to begin with the first chapter.

I always advise students to read the second chapter of "The Education of Man" before reading the first.

Indeed, the thoughtful teacher of a training class makes herself familiar with an entire text-book and then often assigns the easier chapters and pages first, and gradually leads to the more difficult, later reviewing the whole book in more orderly sequence. This, of course, depends upon the students. Each teacher must measure her own class.

Recently a friend showed me her father's Hebrew Prayer-book which I saw was to be read from back to front. I am not sure but that is the best way to read this new book for the third report, Miss Harrison's, is so short and yet so comprehensive that it contains the gist of the book. It would not be amiss nor difficult to commit to memory its five pages, and keep it as a measuring-rod for every week's program!

In the second report reading still backwards, we have a longer report by Miss Patty S. Hill.

If one has not time at once to digest the whole of this report which to my mind contains the best of modern school theory, I suggest the study of page 277 on which will be found a table including in the first column, a list of "Native tendencies, impulses or social needs of children to be met in planning a program," and in the second column, opposite "The materials or subject-matter provided by the kindergarten to meet these tendencies."

This table contains a summarized view of what we endeavor to have our varying, individual programs compass.

Miss Hill explains that all children's tendencies and

impulses are but "different aspects of self-activity, creating its own ways and means of satisfying human need." She reminds us that "the three great elemental experiences of man—the central factors in human life—are the relation of man to nature, to his fellow man and to God. All the so-called subjects in the course of study or program are ways and means by which these three relations are investigated, elucidated, computed, communicated, interpreted, recorded, regulated, controlled and preserved. If this is accepted, it follows that the function of each subject in the curriculum must be studied in the light of its individual or peculiar contribution to human experience thru one of these channels.

"The relation of man to man is the one in which the child is first interested. As civilization advances, the child's adaptations to nature are more and more made for him by adult society. It is adult society which looks in advance of the actual need for food, clothing, shelter, fuel, and provides these for its helpless, immature members. While it is believed that the child is in close relation to God from the first, he is unconscious of this, and gradually grows into a realization of the unscen tie thru the more tangible relations with man and nature."

Miss Hill's table, like Miss Harrison's, may also be used all the year and weckly as another "measuring-rod."

The short paragraphs which follow from pages 278 to 291 treat in a general way of the following vital topics: (1) Nature Study, (2) Literature, (3) Games, (4) Music and Songs, (5) Gifts and Occupations, (6) Conversation, (7) Hygiene.

Turning backwards now to her chapter on theory, page 234, Miss Hill says: "The group of kindergartners who unite in presenting this report conceive of the kindergarten program as a flexible plan of action."

On page 236 we read, "In this sense the teacher becomes a guardian of the child, and of the experience of the race, a trustee of society.

The teacher, then, is the social agent selected by society to transmit its noblest traditions, and to train immature members to appreciate, respect and preserve the permanent bequests of the past, with the hope that the child will in time contribute his share in creating an ever new and nobler civilization."

Truly, each kindergartner who strives to realize this paragraph will recognize her office as a high and holy one!

On page 238, three fundamental problems in the planning of a kindergarten program or course are stated and enlarged upon theoretically as the chapter proceeds.

The first report, Miss Blow's, is a book in itself rather than a report.

It, too, may well be read backwards by the young student or kindergartner for of necessity its philosophical basis precedes its practical suggestions.

The development of the year's program, in brief, beginning on page 143 is a charming presentation, clear, forcible, practical and truly genetic in its unfolding. We discover the so-called "Mother play program" running beneath it, but it seems so truly a sympathetic report of what we have all been trying to do for years that even those who repudiate a uniform program are in a measure disarmed of criticism.

On page 143 Miss Blow says: "Divergence of opinion is now so far overcome as to be practically negligible and this report assumes that the common experience and the typical deed need no further defense." (We confess it is possible to exaggerate either).

Both the youngest kindergartner and the oldest will find both pleasure and profit in reviewing pages 143-163 as a preparation for the month of September. They will want to read on thru page 168, so that they will have a connected view of the first great period of the year which culminates in the Thanksgiving feast.

Kindergartners who do not feel sure how to begin in September will find in these pages the most practical suggestions in the book on the following vital topics: 1. The kindergarten room as it should be prepared to receive the little ones in September. 2. First stories, p. 162. 3. Pictures, p. 161. 4. Excursions, p. 149. 5. Home connections—possibly the visit of a baby. 6. The music. 7. The luncheon. 8. The hymn. 9. First games and occupations, p. 148.

Miss Blow reminds us of what we sometimes forget that the first great common experience of kindergarten children is life in the kindergarten itself.

We have too often selected "Home Interests" as our first topic, and thus possibly helped to make homesick children. Rather let us begin with an attractive kindergarten room; let the children quietly wander about it, see and handle, get acquainted, possibly hear a story, nursery rhyme well told, listen to a song or two, and go home.

Leaving home has been a great experience for one day.

The little ones are many of them under high nervous tension. Said one mother to me as her little one began to cry on the first day, "She has been up since five o'clock waiting to come, and now she cries to go home with me!" Even the mother does not quite understand! We advised her to take her home and come again.

One little boy cried himself to sleep in my lap, but when he awoke, he took his seat with the children and was happy for the rest of the morning. Few of the children actually cry, but all are under a strong stimulus, and by concentrating their interest upon a few familiar and interesting objects in the kindergarten room outside of themselves, they soon forget to be self-conscious.

I submit a few reports\* from teachers of experi-

\*See article on "The Use of Sand" for reports referring to September, page 20 of this magazine.



once that will carry useful messages to beginners for the month of September, and also refer readers to my suggestions given in greater detail in the Jubilee edition of "The Paradise of Childhood," than I can find room for in a magazine article.

I advise kindergartners to think of the first two weeks as "the organizing period." Think out carefully what habits you need to start at once, as for example, in large kindergartens, how to collect and again distribute clothing. Indeed it may be well the first day not to collect it from every child! I have known children to cry because they feared to lose their hats! How hard it is to follow the fears of trembling little hearts on that first day! In many cases, recollect that the child has had many cautions from over-anxious mothers, not to lose this or that, nor to do this or that; some have been frightened with old time tales of the old time school-masters!

It is necessary, especially for a kindergarten taking a new position, to study exits and entrances with great care for in city kindergartens, where there may be a thousand children in a building, fire drills are to be inaugurated immediately, but without talking about them to the children. This is accomplished by planning carefully for the very first dismissal. Interest the children by telling them in story form, ten minutes before the time for going home, exactly what is going to be done, thus creating a picture-image in the mind of each child which will serve to guide his actions.

Young kindergartners are especially apt to be puzzled when new children do not readily interpret school phrases. For example, if you say, "Stand" to a class of little ones the first day, do you think they will rise?

"Stand" is an easy word, but the child does not apply it as you do. Use imitation rather. "Children, see what I do." (Teacher rises). "Now watch me and when I put my hand up this way, you may all stand up too." (Teacher raises her hand as a signal). This should be done several times in succession as a drill.

Children enjoy it as a new kind of exercise, standing and sitting, and can easily learn to do it quietly, promptly and joyfully the first day if the kindergarten is an expert. The word "face" is even more technical than "stand," and yet beginners sometimes even blame children for not knowing what to do.

"Let us all turn and look at this picture," or at the door or in any direction you choose, until the little ones have acquired the habit of "turning" in different directions.

Another good way is to have a few children at a time show the rest, using naturally any who were in kindergarten last term or, if none, a few of the new ones. Also these children should be used at once as "little helpers," whenever possible, and the kindergarten should usually remain quietly seated during distributions where every child can see her.

It quiets children to see the teacher calm, and in one place, rather than hurrying hither and thither.

After introducing the method decided upon for dismissal, it should be followed exactly every day, gradually inciting quicker movements until it is a fixed habit and requires the fewest possible words. Do not hurry, simply be prompt.

\* Remember that carrying out even these mechanical details may be made very instructive and interesting to children if a happy spirit prevails. There need be no fear of "wasting time." Time will be saved.

Sometimes I have thought not enough work is planned for the first week, and again that too much has been attempted. Conditions, nationality, the temperament of the kindergarten and of the principal of the school, must be weighed. However, always consider that the mere stimulus of the new environment, seeing so many children together, going in and out of a large building, leaving home and returning to mother are great lessons for the first days!

If it is permissible to experiment I should like to see kindergartens opened as playrooms, where the children may walk about and simply "see things," and handle things, the first days, or go home if they want to. Then organization could come gradually and as needed. If any one is free enough and strong enough to try such a plan, we would be pleased to have a report of its success.

Where there are a few older children left from the last term, great use should be made of them in organizing. Little new-comers will watch them eagerly and try to imitate whatever they do. This can be made useful as an incentive to the older group as well as to the younger. This is a marked feature in the Montessori discipline.

Certainly all experienced kindergartners have long depended upon it, but I mention Dr. M. because she has taken an unusually strong stand for ungraded classes, while our public kindergartens have been gradually graded more and more closely, thus following the school precedent. The kindergarten should be ungraded the several groups may be formed for part of the exercises of the day.

Young children learn so much of themselves from older brothers, sisters and playmates that it is a point kindergartners may well apply more fully.

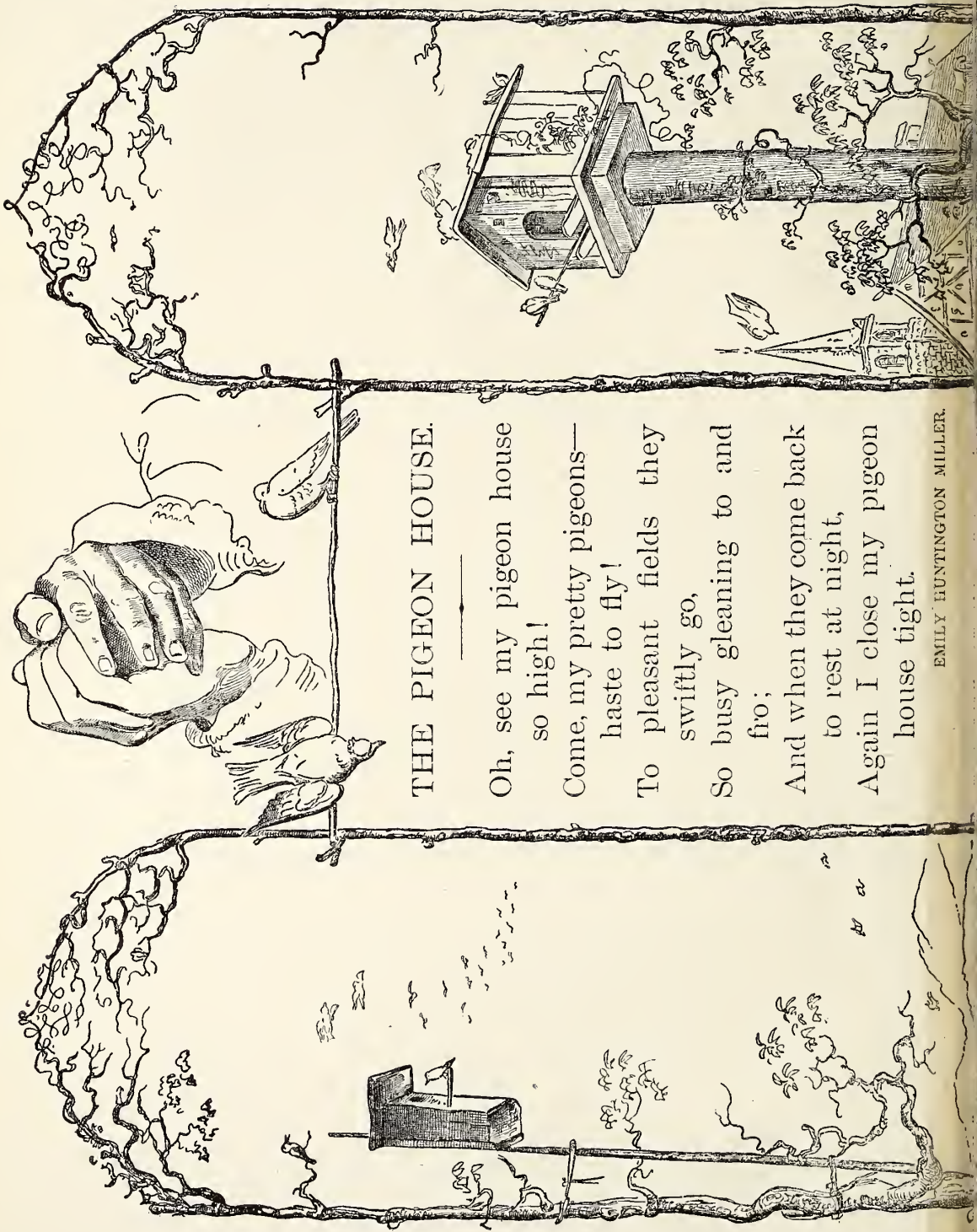
I knew one city kindergarten who was able to attend to registration free from all anxiety while the older children entertained the new-comers by making a park for them on the table, going freely to the closets to get the necessary materials. This was surely ideal.

We have not sought to write a detailed program for any kindergarten,\* but have rather hoped to inspire anew hope and courage, and a determination to study the program possibilities as never before.

Conditions vary, children vary, kindergartners vary.

"Variety is the spice of life." Grasping a few fundamental principles, comparing notes with others, studying experiences recorded, above all studying our own environment and our own little ones, each one may grow into adult creative self-activity.

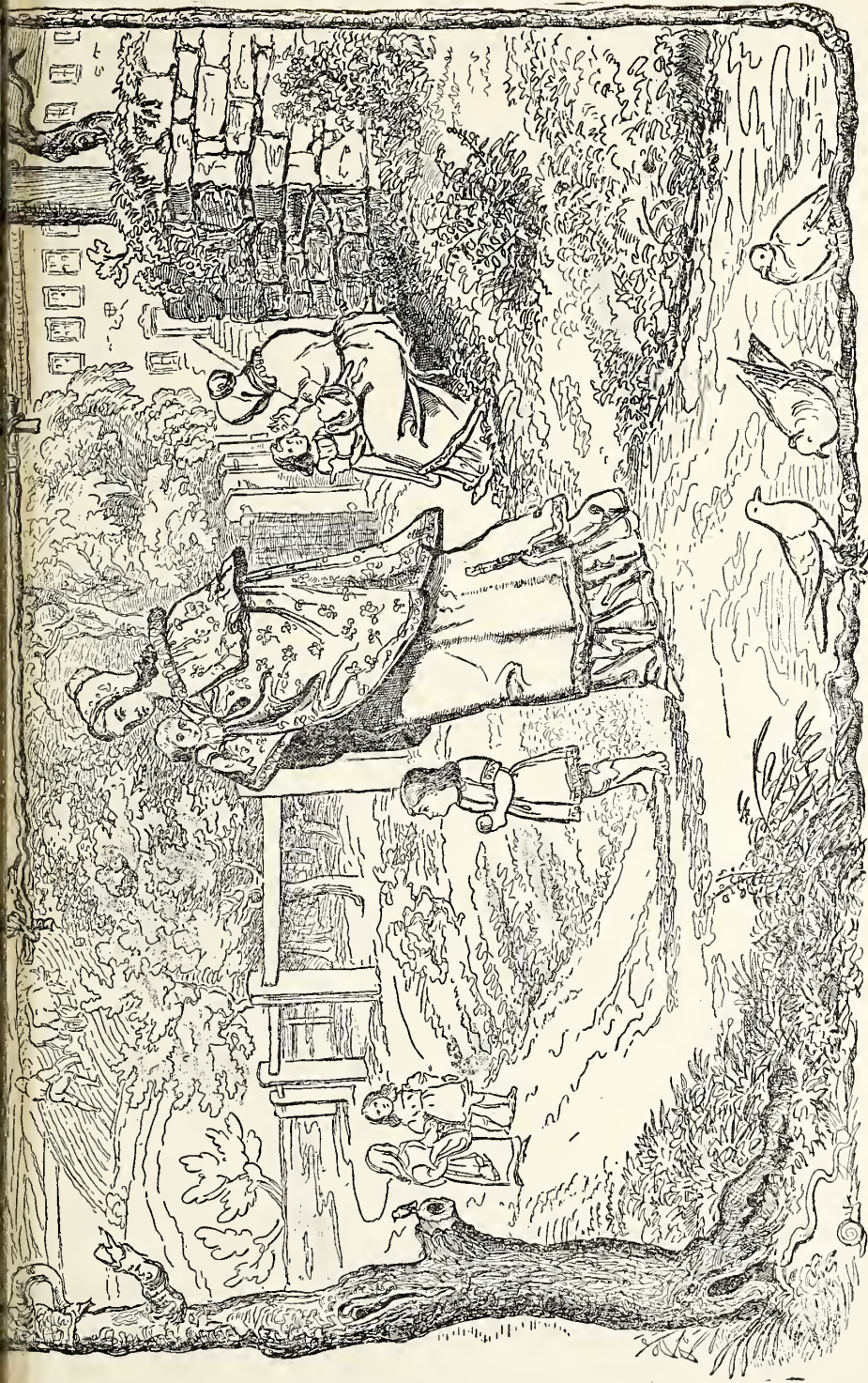
\*Refer to Kg. Mag., April, May and June, 1912, for details in Miss Palmer's Model Kindergarten.



## THE PIGEON HOUSE.

Oh, see my pigeon house  
so high!  
Come, my pretty pigeons—  
haste to fly!  
To pleasant fields they  
swiftly go,  
So busy gleaning to and  
fro;  
And when they come back  
to rest at night,  
Again I close my pigeon  
house tight.

EMILY HUNTINGTON MILLER.



## MOTHER PLAY PICTURE "PIGEON HOUSE"

KINDERGARTEN-PRIMARY MAGAZINE, September, 1913.

NOTE - This picture can be easily detached, and placed on the wall, or otherwise used in the kindergarten room.

## SEPTEMBER PIECES FOR LITTLE PEOPLE

By LAURA ROUNTREE SMITH

(BOOK RIGHTS RESERVED)



(ILLUSTRATING SUITABLE COSTUMES)

**JAPANESE MAIDS.**

(The Three Little Maids may lead a number of other children in a drill with Japanese parasol, fan, or lantern, and then stand in front of the rest, recite and sing.)

- 1 Three little maids from Japan are we,  
With parasol and fan,  
We bow to you as all can see, (bow)  
Three maids from Japan.
- 2 Three little maids from Japan are we,  
All fanning to and fro, (fan)  
We are as merry as can be,  
And hold our sun-shades so.
- 3 Three little maids from Japan are we,  
And quite polite you know,  
Now, if you ever cross the sea,  
We'll greet you, bowing low! (bow)

All sing. Tune, "Little Brown Jug."

1.

Oh we are little Japanese,  
Who very lately crossed the seas,  
We bow low on bended knees, (bow)  
We are the little Japanese.

CHORUS:

Tra, la, la, we will fan (fan)  
We're merry maidens from Japan,  
Tra, la, la, we will fan,  
We're merry maidens from Japan.

2.

Oh we are little Japanese,  
We have some secrets if you please, (fan  
over face)  
We have no desire to tease,  
We are the little Japanese.

CHORUS.

3.

Oh we are little Japanese,  
We stand beneath the cherry trees,  
Fanning gently for a breeze, (fan)  
We are the little Japanese.

**PLAY OF THE BELLS.**

(The teacher has various kinds of bells hidden by a screen, she taps them and asks "What kind of a bell is this?" and the children reply. They may then learn the verse and recite.)

**THE BELLS.**

Hear the merry school-bells ringing,  
In the tower they all are swinging (arms to and fro)  
Swinging, swinging to and fro, (arms to and fro)  
On to school the children go!  
Clap the hands, we all remember, (clap hands)  
School begins in glad September!

Hear the church bells pleasant chime (left hand to ear)

In the happy autumn time,

We will rise, to church we go, (rise and take a few steps)

For 'tis Sunday as you know,

We will all join in the singing (hands held up like a book)

When we hear the church bells ringing!

Hear the fire bells ring ding, dong, (hand to ear)  
Hurry, hurry, join the throng, (run to front of room)

We must go without a doubt,

To help put the fire out,

All the bells ring loud and long, (arms to and fro)

Hear the fire bells noisy song! (hand to ear)

**MISS SEPTEMBER.**

Bright blue skies above her,  
Green grasses down below,  
Golden-rod is growing  
While autumn breezes blow,  
Hear the breezes softly sigh,  
"Miss September's passing by!"

**SCHOOL TIME.**

Sing a song of school-time,  
Children large and small,  
Everywhere the bells ring,  
In the early fall.  
School time! school time!  
Children marching in,  
School time! school time!  
Lessons we'll begin!

**A SCALE SONG.**

Glad September's come to town,  
And she wears a dainty gown,  
Overhead the leaves turn red,  
That is what September said,

### From Nora A. Smith

Nora A. Smith, now residing in Hollis Centre, Maine, in a private letter to the editor, says relative to the excellent article entitled "A Dream" which appeared in the April number of our magazine: "I read the article with great interest, as I do and always have read anything he ever wrote. It seems to me that his views on the drawbacks of the public kindergarten, with their excess of numbers and lack of room, are perfectly sound, and that his suggestions for the remedy are the only and obvious ones."

Relative to the Montessori Method Miss Smith writes: "I have given exhaustive study to everything Madam Montessori has written, and neglected no commentator or lecturer on the subject, but I have never seen the material used by children. I find in Madam Montessori a wonderful enthusiasm for and devotion to childhood, and in the problems of child-training an enthusiasm which is always inspiring to those who have the good of the world at heart. I find that she has re-discovered many things in the process of development of the child-mind and striven unweariedly to provide means by which this development may be made more sure and more rapid. I feel that the primary teacher has much to learn from her and that she has valuable suggestions to give on the teaching of reading and writing. I am certain that the kindergarten has much to learn from her and many comparisons to make which will help to render her own mind even more certain of the truth as it is in Froebel. I feel, finally, that the Montessori Method covers but an arc of the great circle, of which Froebel makes the full sweep."

### From Isabel Davidson

I have read the magazine with pleasure, particularly Dr. Hailman's article, "A Dream." Anything he would say makes a strong appeal to me, because it was he who helped me to find myself in educational work, because he was my inspiration and guide in the formative period.

I heartily agree with what he has to offer under this title. It is coming true, little by little, but just when it will come forth into its fullness—well, who knows? We work toward it, then swerve away from it, caught in the whirl of various issues.

I should like to have the privilege of having Dr. Hailman's article, and also that of Mrs. Bradford's, printed in our own Atlantic Educational Journal, published in Baltimore, for which primary material I am responsible.

### FLATIRON SONG.

First forward, then backward,  
My flatiron dear;  
And smooth out the clothes,  
That are ready here.

Dear little flatiron,  
Smoothing the clothes;  
You're helping others,  
Everyone knows.

### A DEVOTIONAL EXERCISE.

The following exercise always interests the little ones. It can be shortened or lengthened at any time without confusion to the children:

Teacher—What does the Great Teacher say to little children?

School—Little children, love one another.

Teacher—What else did He say?

School—Do unto others as you would have others do unto you.

Teacher—What is the value of a good name?

School—A good name is rather to be chosen than great riches, and loving favor rather than silver or gold.

Teacher—Can a little child have a good or bad name?

School—Even a child is known by his doings, whether his work be pure or whether it be right.

### I CAN'T AND I CAN.

I Can't is such a naughty elf,  
I know his wily ways myself.  
Whenever I've hard work to do,  
Or lesson that I don't see thro,  
He comes and whispers in my ear  
So loud I cannot help but hear,  
And then my senses seem so dumb  
I'm sure success will never come.

But if I answer back "I can,"  
And bid him stop where he began,  
The way will soon become so plain  
That I at once take heart again.  
I think, when I at last succeed,  
"Why did I give a moment's heed?  
Henceforth that bad "I Can't" I'll ban  
And always say, "I can! I can!"

—Sarah E. Gibson.

### DO THEY?

MABEL LIVINGSTON FRANK

Do the little angel children,  
Living up so very high,  
Take the sparkling, golden jewels  
From the blue pin-cushion sky?

Do they wear them in the day time  
And when evening shadows fall,  
Stick them back in the blue cushion  
For the dear delight of all?

### TO PRESERVE PICTURES.

It is difficult to use pictures in the schoolroom without their becoming soiled. To avoid this, cut pasteboard a little larger than the pictures and fix to each corner a corner cut from an envelope. These envelope corners hold the picture firmly and yet permit of its being removed.

Through its extension division the University of Kansas will give courses of lectures on moral education in a number of the largest cities of the state during the fall of 1913.

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

## THE USE OF SAND IN KINDERGARTEN AND PRIMARY GRADES

By JENNY B. MERRILL, Pd. D., New York City

Kindergartners often find it difficult to secure sand for use in the school room. Surely in villages and smaller towns, there need be no difficulty.

Sand is useful because it is a plastic material, and the child can easily learn to mold it to express his thoughts. Teachers often find it helpful in teaching geography.

The objection may be raised that country children have sufficient opportunity outside of school to make "mud-pies," but it is the wise and efficient teacher who knows how to take advantage of these homely experiences, extend them, and lift them to higher levels. Some one has said that our minds can not grasp anything that is absolutely new; there must be a "leading-up" as it were from the old to the new. This is why the child so often makes such startling comparisons of new things with the old.

A little child seeing a pot of ferns for the first time called it "a pot of green feathers." An eminent English teacher used the little one's clever comparison as the title of a book to show how we "appreciate," that is, how the mind invariably starts with its previous knowledge as a basis.

To put the dear little ones at once in the "spelling-class" tearing them away from all former experiences when they come to school is simply to bewilder and to cramp their naturally active minds.

I have, therefore, chosen the subject of sand-modeling in the kindergarten and early primary years for the opening topic of this year's series, hoping it will brighten the early days of school life. In succeeding months, we hope to consider paper-cutting and folding, pasting, weaving, sewing, and other industrial and home-like work which is suggested by kindergarten occupations and is now widely recognized as necessary in school training.

In order to help any who have never used sand in the classroom, I can do no better than to quote from a number of practical kindergartners to prove its value especially in the early days of September. These fifteen witnesses are sufficient to prove that every kindergartner should bestir herself to secure a sand-table, and a collection of shells, pebbles and a few small tools such as are named in the reports:

1. The children seem to enjoy nothing more than the large sand table.

During "free play" there are always a number digging and playing there with pails, shells or blocks. I think every kindergartner ought to have a sand table. L. S.

2. The children go at once to the sand box on entering the kindergarten.

On questioning one day in September what thing they liked most in kindergarten, the majority preferred sand; the bird came next, the piano third, then the fishes and after these the doll house.

M. B.

3. I have found sand to be a great help in the kindergarten this month with the new children. In several cases I have pacified the timid child by letting him play freely with the sand and a small shovel and pail.

We use individual sand trays and the child seems to immediately forget his surroundings when he finds he is the possessor of something that no one else has claim to. He needs no directions but at once sets to work.

We give no caution except to try not to spill the sand lest we do not have enough for tomorrow!

E. M.

4. Sand has been used in free play with funnels made of paper. The children like to fill the funnel and see the sand pour out of the bottom hole.

We also have papers with holes which we call sieves. The children love to sift the sand too. They use pans, shells, shovels. Two or three children had pails and shovels of their own and volunteered to bring them to school.

5. After the first few days of free play with the sand, feeling, piling, sifting, etc., there came a day when the children with delight found a few shells hidden in the sand. This led to talks about summer experiences at the seashore with those who had enjoyed happy hours there, and also to talks about various seaside pictures hanging on the wall near the sand table. Then followed very simple seashore scenes.

A few sail boats were added much to the joy of all.

E. M.

6. During the month of September we have not had a scene on the sand table but have allowed the children to play freely with little penny toys, the rake, the spade and the hoe. Very few go to the beaches but they do so enjoy playing in the sand. I have found that it will make a home-sick child stop crying when picture books, the doll or blocks have failed.

G. R.

7. Our sand table this month has been mostly free play, but we planted a lot of branches at one end of the sand table and played it was the woods. We had a few little dolls in the woods—paper ones would answer but we had real toy dolls. When the

leaves dried and fell, we raked them up as "the man does in the park." Then we improvised a simple "raking" game in the circle. B. T.

8. We have had a scene of "Jack and Jill" in our sand table. Some of the children made the hill, some built the well and others built the house where Jack and Jill live.

Jack and Jill are great favorites with the children. We had little dolls to represent them. M. R.

9. Our janitor has improvised a sand box in the yard for us and it has been a great help these warm days. E. M.

10. Our principal has suggested the use of "measures," dry and liquid, in connection with the sand table.

We use the correct names and when we put them away, we arrange them in order of size. L. C.

11. After playing in the sand several days, the children asked for water to be "spilled in." We used our "sprinkler" or watering-pot and the children called it "rain." M. B.

12. We have started a barn-yard scene recalling experiences on the farm. This has aroused great interest. We have had pictures to help the children who have not been on a farm. R. E.

13. We have had free play in the sand at recess and for those who come early.

The children have enjoyed building fences with splints and houses with blocks right in the sand. We have used tops of paste jars and broken balls in making pies and cakes. The children never tire filling and inverting them.

Gradually we try to place the cakes in orderly rows as in an oven. B. T.

14. The children have enjoyed piling the sand in little hills, then one great big hill. They have illustrated "Jack and Jill" and "Old Mother Hubbard" using third gifts in the sand.

15. A tiny box of toys presented by our principal who brought them from Nuremberg was a great source of pleasure. It contained tiny houses, trees, churches and fences. It was used by individual children working in the small sand trays.

A toy coffee-mill has also been a great favorite as it grinds out sand. R. A.

It will be observed that the child uses his hands in many ways while playing and working at the sand table. Thus he is strengthening them for the use of the pencil.

It is not mentioned in these reports of September work, but often children are given short round sticks like pencils to draw with on the sand.

In India years ago when paper was unknown, children were taught to trace letters in the sand. At one time there were "sand classes" even in New York City for children to learn writing,—the idea being borrowed from India.

Children may also use a pencil to poke holes in the wet sand, gradually learning to make them in straight rows or in rings, so forming pretty little patterns or designs. Something similar may be

done by pressing leaves or acorn cups into the wet sand. Garden walks may be outlined with shells or pebbles.

Every effort should be made by the teacher to secure a good collection of shells, but a few clam shells even are important.

It is an education in itself for the child to get the sensations of touch arising from the handling of these natural objects. There is a sensation of smoothness from the inside of a shell that we get nowhere else. In some shells, a contrast may be made with the exterior roughness or with spiny points.

Dr. Montessori has been re-enforcing the value of training the senses in these recent years, altho Froebel, Pestalozzi, and Dr. Norman A. Calkins in this country, urged this phase of sense training long ago.

In handling tools, in impressing leaves, shells and other objects in the sand or on clay, there are peculiar muscular as well as tactile sensations that are educating the child's powers for practical uses. Let the thoughtful teacher consider how wonderfully touch is trained in the case of a blind child, and she will realize that it is worth while to find ways to increase the delicacy of touch in normal children for their own pleasure as well as future usefulness.

Dry sand gives one set of sensations, wet sand another. Use dry first.

We find in the fifteen reports quoted that the child is not only pleased with piling, smoothing, sifting, digging and drawing on the sand, but that he likes to carry out little stories into simple scenes. This is an advanced step and would probably not be begun until the children had been in school several weeks. Some active child might start the idea, or if not, the suggestion should come from the teacher. One of the simplest scenes mentioned in the reports is "the woods," another "Jack and Jill."

As far as possible let the children suggest and collect tiny objects to use in making the scenes lifelike. Let them decide where to place the objects too.

The child's first scenes will be crude just as his first written letters and stories are crude. They are the child's expression but the teacher's work is to suggest and lead on until better and better attempts are made.

Later in the year and in primary grades, an Esquimau scene, a scene on the desert, a lake scene, a seashore—may be made of interest in talking of other countries and be utilized to make geography more real and vital. The natural divisions of land as island, peninsula, isthmus, cape, etc., may be illustrated and also those of water by the use of glass or tin or colored paper under the sand, or if the sand table is painted blue originally, pushing the sand aside is sufficient to show lakes, seas, bays, gulfs, straits, the coast-line, etc.

Later yet, the advanced classes will profit and find pleasure in modeling in wet sand the con-

tinents. One should not strive for too much detail in sand maps, but work quickly pushing the sand into masses, modeling rather than flattening it first to draw outlines of the continents.

Two irregular triangular masses can be quickly formed for North and South America; the isthmus of Panama, now of such world-wide interest, may then be worked with some care first by the teacher, then by different children.

But by no means neglect local geography. I once saw a village well mapped out upon a sand table, the children delighting in pointing out "where I live," and where Mr. B. lives, etc. It is really in some respects more difficult to work out local sand maps than continents, but they mean much more to the child, and, if wisely used will help him to understand other localities on the principle of apperception to which we have referred already.

Use the building blocks freely on such local maps. Represent churches, schools, factories, bridges and monuments in the town.

In a country school where many grades occupy near quarters, I have no doubt the older boys will fall into line, and work out battle maps to illustrate historical scenes, and if they hunt up a few old pewter regiments which perhaps have been consigned to the attic, so much the better for clear conceptions of historic matters. Various flags may be used to locate armies. Bulwarks may be constructed. Breastworks may appear.

Yet, heaven forbid, that I should suggest anything to add to the interest in war, but at present "boys will be boys," and "men will be men," until the dawn of peace comes and women lend a hand in government. Even now the girls may insist upon a peace palace. Peace has her victories as well as war and these may be celebrated in the sand tray!

Plan for a fine lay-out for Thanksgiving Day. It may well be a growing scene if the little children are thru digging and piling, or if you have two sand tables. One of the little reports given above refers to a barnyard scene. Naturally the Thanksgiving scene will be an expansion of this. A wheat-field with the bound sheaves made of raffia or possibly of the real wheat stalks may appear in one corner. Clay pumpkins and other vegetables and fruits may be painted for a bright pile, ready to be stored for winter.

"Over the river and thru the woods  
To grandfather's farm we go"

makes a fine story to illustrate. A winter scene must appear before Christmas, possibly using cotton for snow. Santa's sleigh and eight tiny reindeer may appear "the night before Christmas."

Possibly the reindeer may be of kindergarten manufacture in clay, or the children may be pleased to symbolize them with eight of the oblong blocks, the sleigh being built of the sixth gift.

In February will appear a fine castle for those who love to tell the story of the knights, Lincoln's log cabin, or again the nation's capital, the White

House, or Mt. Vernon or monuments to Washington and Lincoln of local fame may rise to greet the school from day to day. Such building does not of necessity belong to the sand-table but sand has been found to be a good foundation for any building in groups.

Follow the festivals and holidays thru the year by carefully laid out scenes, using pictures as guides if need be. There may well be "a lumber camp," and a maple sugar camp, and for spring scenes return to the farm, with its miniature tools and animals. At last a festive Maypole may be set up and paper dolls with bright colored streamers will tell of the happy May-time.

\*If possible secure an old kitchen table and have a carpenter or an older boy, perhaps, put a protecting rim about two inches high around it to keep the sand in. It might be also possible to use an old table by turning it upside down and sawing off the legs. The children could sit around such a box-like sand table on the floor or it could be raised on blocks. Many kindergartners find it possible to have two sand tables or boxes. One for the younger ones to dig in as much as they please, and the other for scenes, which may be kept from day to day. Small shallow boxes or even lids of boxes are sometimes used as individual trays, each child working alone at times to make a little garden, or other scene. Merely a cupful of sand upon a sheet of paper is not to be despised if nothing better can be provided. Hailman colored beads and the short sticks recommended in the lists of supplies are often used to advantage in this individual work in lids of boxes or on paper.

### THE PIGEON HOUSE.

See "Mother Play" picture, pages 17-18.

*Excursions.* We went to the woods near the school to gather acorns and oak leaves; also found white wild asters and golden-rod.

One day we asked a lady on our street if we might come to see her pigeons. She gave us a cordial welcome. We saw about 100 white, gray and white, and gray pigeons. The father chased the pigeons out of their house and we saw them fly high up and follow their leader. We fed them cracked corn when they returned and the children were much delighted when I held two in my hands. The next day the mother brought two to school in a basket. One was a carrier pigeon and we talked about the ring on its leg. Finally we opened a window and let them stand on the ledge. They looked around quite a while before flying and then made a circle in the air and flew out of our sight. Our pigeon game had never been as real as it was that day.

We have planned to go to a farm near here to see the barn and animals, also farm implements.

The following list of nature materials have been brought to kindergarten and handled by the children: Seeds from our own garden, milk-weed pods, cocoons, chestnuts, horse-chestnuts, pine-cones, leaves—oak, maple, horse-chestnut, ferns, geranium, etc. Birch bark, fungi, nests of oriole, robin, sparrow; a basket of vegetables and some fruits. The children know the names and can distinguish between "vegetable" and "fruit." These objects have suggested our painting lessons, clay work, etc. We have a farm in our sand table.

JOSEPHINE LOEB.





## THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergarten—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pats; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,  
329 CLINTON ST., BROOKLYN, N. Y.

You, as a subscriber to this MAGAZINE, are requested to consider yourself a member of the COMMITTEE OF THE WHOLE. As such, will you not co-operate for the benefit of yourself and others, by taking part in the general discussions, asking such questions as occur to you, giving results of your own experience, successful or unsuccessful; objecting to, or confirming, arguments and ideas of other members. Contributions should be limited to 250 words. (Any really valuable and original suggestion or device will be acknowledged by a six months' subscription to the KINDERGARTEN-PRIMARY MAGAZINE.)

*To the Chairman of the Committee of the Whole:*

What shall I do with a little girl, evidently mentally deficient, whose parents are very anxious for her to secure whatever advantages the kindergarten may offer? She makes strange noises and facial contortions, which greatly amuse the other children and I seem to be unable to bring her under any kind of control.

H. J. S.

The kindergarten of normal children is no place for a child who is afflicted with a nervous complaint that involves contortions or unnatural movements of any kind. Children, especially those of kindergarten age, are naturally imitative; the tendency to imitate is one of the important factors in a child's development; hence a great wrong is done to children when they are obliged, daily, to witness uncouth, unnatural, nervous movements which they are likely to imitate, and, in the end, become themselves subject to the disease.

A child slightly deficient in mentality is often helped by the simple kindergarten exercises and occupations, but a case like that cited above, seems to indicate the need of a specialist. Proper food, sufficient sleep, plenty of fresh air, correct clothing, may be all that the child requires to bring her back to normal condition. Otherwise, we would suggest that the little one be placed temporarily in a home for deficient children. At least, a good physician should be consulted before the trouble makes any more headway. The right treatment now may build up the child so as to entirely correct the weakness. Possibly the little girl is the victim of epilepsy, or of St. Vitus' dance. Here is an opportunity to develop sympathy in the other children. Take them unobtrusively aside and tell them their playmate is not well and you expect them to help her get better by paying no attention to her actions, but by assisting her whenever possible. She may be the spoiled victim of too much attention. Stern, quiet commands may help control her.

*To the Chairman of the Committee of the Whole:*

Will you please suggest the best treatment for those

petted children who upset the equilibrium of the first days in kindergarten by continual and passionate crying after their departing or departed mothers. Nearly all children easily accommodate themselves to the new surroundings and playmates; but every new group is likely to have one or more such homesick little ones, and the attention they demand distracts the teacher's mind from the other children.

BAFFLED.

New York.

The first day in kindergarten is very trying to certain sensitive children, especially if they are suddenly introduced into a large group of strangers. Sometimes the mothers themselves are much at fault, in permitting a self-willed child to have its own way when its way is not the right one. A quiet "aside" to such a parent should win her co-operation. The teacher must seek a happy mean between the arbitrary and the too pliant manner. A plan that often succeeds is to distract the child's attention from the mother, and away from its own woes, by suggesting that its hands and face feel warm, suppose we go and bathe them. The interesting movements and sounds, the coolness of the water, that lowers the temperature of the excited blood, followed by a quiet seat where the child can observe and gradually become acquainted with the new environment, will frequently be all that is necessary to help the little one to self-control.

An attempt on the mother's part to force the child to stay, is likely to fail in quelling a storm, although so much depends upon the individual characteristics of mother and child, that no rule can be formulated. Tact, sympathy, experience, will teach the young kindergartner how to diagnose and treat particular cases.

*To the Chairman of the Committee of the Whole:*

I send to your columns an extract from the 80-page volume of the autobiography of Mrs. Amelia E. Barr which she calls "All the Days of My Life." The book is a valuable human document—an inspiring rehearsal of a brave soul's struggle with adverse circumstances,

which were turned to good account. The glimpses she gives of life in England in the early part of the last century are important contributions to a knowledge of our own times, as, for instance, the page in which she describes the first box of friction matches ever brought into her home. This paragraph, given below, will interest teachers of all grades; describing as it does, a little girl's first day at school, in the year 1837-8; Amelia was then seven years old, her sister Jane somewhat older.

"My first school day was one of the greatest importance to me. I have not forgotten one incident in all its happy hours. I fell in love with Miss Pearson as soon as I saw her; yes, I really loved the woman, and I love her yet . . . She came smiling to meet us, and as soon as the whole school was gathered in front of the large table at which she sat, she rose and said:

"Young ladies, you have two new companions. I ask for them your kindness—Jane and Amelia Huddleston. Rise."

"The whole school rose and curtsied to us, and as well as we were able, we returned the compliment. As soon as we were seated again, Miss Pearson produced a large book, and as soon as she unclapsed it, said:

"Miss Huddleston will come here."

"Every eye was turned on Jane, who, however, rose at once and went to Miss Pearson's table. Then Miss Pearson read aloud something like the following words, for I have forgotten the exact form, though the promises contained in it have never been forgotten:

"I promise to be kind and helpful to all my school-mates.

"I promise to speak the truth always.

"I promise to be honorable about the learning and repeating of my lessons.

"I promise to tell no malicious tales of any one.

"I promise to be ladylike in my speech and manners.

"I promise to treat all my teachers with respect and obedience."

"These obligations were read aloud to Jane and she was asked if she agreed to keep them. Jane said she would keep them all, and she was then required to sign her name to the formula in the book, which she did very badly. When my turn came I asked Miss Pearson to sign it for me. She did so, and then called up two girls as witnesses. This formality made a great impression on me, the more so, as Miss Pearson in a steady, positive voice said, as she emphatically closed the book, 'The first breaking of any of these promises may perhaps be forgiven, for the second fault there is no excuse—the girl will be dismissed from the school.'"

At this time we are told many villages in England had neither church nor school. I hope the above extract may incline many to read the book.

Yours,

K. C. B.

Albany.

To the Chairman of the Committee of the Whole:

As color plays are among the first which we take up with the beginners in the kindergarten, I write to ask what is this new thing that I hear about red, green

and violet now being regarded as the primary colors? I would like to inform myself thoroughly upon the subject. Although far from being color-blind I am not as discriminating as others, either in regard to color or tones in music. I would like to cultivate myself along these lines.

Yours for more light,

S. D.

Our correspondent asks for information upon a subject which is still in the region of fascinating speculation. Color is a sensation which seems to depend upon the vibratory nature of light and the construction of the eye to respond to such vibration. There are several theories that attempt to explain the phenomena of color. Scientists and philosophers pay especial attention to color as it results from the decomposition of light into the lovely rainbow colors when passed through a prism or the spectroscope. Painters and dyers are more concerned with color as found in pigments, and in natural objects.

Experiments indicate that the nerves of the eye are so constructed as to recognize or respond to the three primary sensations of red, green and violet, which, combined, form the white light of sunlight. With an instrument known as a *kromskop*, rays of light are directed through pieces of red, green, and violet glass, respectively, upon a common ground; the rays thus combined or added to one another form a white light. Each of these three colors reflects one ray of light and absorbs the other two. Thus, green reflects green and absorbs red and violet; violet reflects violet and absorbs red and green; red reflects red and absorbs violet and green. These three, thus reflecting one color only, are elemental or primary, and by combining them additively, all the other colors may be produced, thus: rays of light projected through the green and violet glasses produce a cyan blue; red and violet together make magenta, and the green and red combined form a yellow. The red, green and violet rays of light then, are known as primaries or plus colors.

In *pigments*, the primaries are cyan blue, magenta, and yellow, which are known as minus colors, all others being derived from them by the so-called subtractive method (each of these minus colors reflects *two*, and absorbs *one* ray of light, and hence they are not truly primary), thus cyan blue reflects green and violet, and absorbs or subtracts red; magenta reflects red and violet and subtracts green; yellow reflects the red and green, and subtracts the violet. To illustrate:

In color-printing magenta superimposed on blue means that both red and green are now absorbed or subtracted, and *violet* only remains, hence magenta and blue make violet. If we put a wash of yellow over the washes of magenta and blue, the violet also will be absorbed, and the result will be *black*. The three minus colors combined subtractively give black. The three plus colors combined additively give white.

In using opaque colors as in oil painting, the minus colors are basic. Here, the method used is that known as the juxtaposit method. The colors are mingled, not by superposition, but by being placed side by side. The revolving of colors, on the Maxwell color-top illustrates this. When oil colors are mixed, in reality tiny par-

ticles of color are placed side by side (juxtaposed), the eye receives a simultaneous impression of the two hues, and their mingling thus on the retina produces the effect of another hue.

Those interested in the pictorial or decorative arts need a knowledge of the laws of color and color contrasts and harmonies, and it would be well for every school library to own at least one good authority upon this alluring topic, both to stimulate an appreciation of beauty in Nature, and the pure joy that accompanies it, and to indirectly improve the taste of the people in the matter of dress, house furnishing and allied matters. Among standard authors on the subject are Church, Vanderfall and Hatt.

#### LUNCHEON OF THE N. Y. P. S. KINDERGARTEN ASSOCIATION.

As a mark of respect to Mrs. Lileon Claxton North, who has recently retired after a term of four years from the presidency of the New York Public School Kindergarten Association, the members of the executive committee made her a guest of honor at a luncheon party of the Association at the Hotel St. Andrew, 72nd street and Broadway, on June 21.

The luncheon and speeches were wholly informal, but many earnest as well as playful words were spoken by members present.

Miss Mae B. Higgons, now president of the Association, presided with charm and dignity, announcing that not only were we honoring Mrs. North's active years of service, but were also celebrating the twentieth anniversary of the establishment of public kindergartens in New York City and also the twentieth of this association.

Miss Mary A. Wells, supervisor of "Babies' Playgrounds," a former president of the association, spoke not only of the good days past, but also of the good days to come when Miss Curtis' plans for a thousand more kindergartens may have been realized. "The flood-tide is not yet here," said Miss Wells, "but we will hope and work for it."

The guest of honor, Mrs. North, responded to her toast, by saying that she little dreamed of the labor before her four years ago in accepting the presidency, but that she would gladly continue to work for the association in the ranks. She spoke of the hearty support of the executive committee. Miss Sara E. Mack, secretary; Miss Frances Hansford, corresponding secretary; Miss May E. Chase and Miss Luella A. Palmer, assistant director of kindergartens, were present and responded to appropriate toasts.

Dr. Merrill, former director of kindergartens, who the association claims has always believed in its usefulness and helped to nurture it in its early days, was present as invited guest and said a few words to her former associates who have made her honorary president.

Among other things she advised all to read a dainty little book by Mrs. Alice Meynell, an English poet, entitled "The Children."

Miss Fanniebelle Curtis, director of kindergar-

tens, honored the company by lunching with them and closing the informal talks with a few happy suggestions in regard to her own future plans.

The Summer School of New York University opened July 1st with a large attendance. Every one enjoyed meeting the faculty on the beautiful grounds overlooking the Hudson.

There is no more charming spot in New York City or suburbs. Miss Mills, as usual, having planned liberally for the kindergarten department, met an interesting group of students from several different sections of the country, the south being well represented. Miss Felice McLoughlin, who is one of the gifted storytellers of the Manhattan kindergartens, and one who has in the past contributed to this magazine, entered to refresh herself by association with other kindergartners, although she might herself guide others to storyland.

Dr. Gertrude Edmund, in charge of the normal class, will be assisted by Dr. Merrill during part of the course. Special attention will be given to kindergarten preliminary work with a view to closer continuity.

Dr. Elmer Elsworth Brown, Chancellor of the University, honored the summer school with his presence at the lawn reception. Dr. James E. Lough, director of the summer school, and Mrs. Lough received the guests with other members of the faculty.

#### FROM MEXICO.

Puebla, Mexico, May 13, 1913.

Our kindergarten teachers find your magazine very helpful to them and the primary English teacher speaks very well of it.

We have two kindergartens in our schools, in one all the work is in Spanish and the teacher is a native, a graduate of our kindergarten training department. She has about seventy-five children in her room.

The English kindergarten, in which all the work is in English, is in charge of an American lady who also has the kindergarten training class of about ten native girls. There are thirty-five children in this department. We have the only kindergarten training course in the Republic and our girls do splendid work.

Respectfully yours,

KATHRYN B. KYSER.

With its newly established bureau of mines, the University of Arizona hopes to aid materially in the development of mining and other industries of the state.

School lunches are served free or at nominal cost to elementary school children in 41 American cities, in 200 English, 150 German, and 1,200 French communities, according to C. F. Langworthy, chief of nutrition investigations, at Washington.

Thanks to the wide-awake leadership of men and women, especially women, interested in the schools, a number of southern communities are making a winning fight against illiteracy. Wilkes County, N. C., for instance, reports, together with other notable indications of school betterment, the fact that illiteracy decreased from 13 per cent in 1900 to 2 per cent in 1912.

## IN THE SUNNY MEADOW.

BY MARY ELLASON COTTING

Down in a sunny meadow there lived a happy family—father, mother and four children—in a hole in an old tree.

When autumn winds began to blow, Mr. Squirrel, for that was the papa's name, said to Mrs. Squirrel: "I think cold weather is coming, and we better be getting ready for winter."

"Yes, so do I think winter is coming. Jack Frost was about last night; I saw where he had spread a white covering over the stone walls. It made my paws cold, too, this morning when I was on my way to the corn-house to find some kernels for the children's breakfast."

Sure enough, the squirrels were right about winter, for Jack Frost had been about for a good many days. He had been very busy knocking at the doors of the nut-houses. He knew the squirrels must soon need the nuts for warm weather was gone, and there were no apples, strawberries, or grain in the fields for them to eat.

He knew, too, they would have to work hard to fill their pantries, or the young squirrels would be hungry before the winter was gone. So he worked as hard as he could himself, and whispered to the winds to blow and blow, and help him get the nuts ready for the squirrels.

Now someone besides Jack Frost knew it was time for the nut-houses to open, and one morning she said: "Mamma, may I go to the sunny meadow for nuts today? There must be ever so many on the ground, for I heard the wind blowing and blowing all night long."

Dolly's mamma said, "Yes, you may go if you will take old Ned with you."

Dolly was such a little girl, her mamma liked to have the strong dog go, because he took such good care of her little girl.

Oh, such a happy Dolly as she was! She skipped along the sunny cart-path over the hill, across the fields, past the pond and through the woods into the sunny meadow where the squirrel family lived.

In a cozy nook by the stone wall was a pile of leaves, and Dolly thought it would be fun to play "hide" with Ned among the leaves before she filled her bag. So she coaxed the good dog into the leaves and covered him, all but his head, and bade him go to sleep.

Ned knew just how to play "hide." He blinked and made believe "blind," and away went Dolly over the leaves to hide.

"Come! Come!" she shouted from her hiding-place behind an old stump. With a barking and a pounce-pounce Ned raced to find her, and then such a merry amper as they had back to the cozy nook.

Ever so many times they played hide-and-seek, having such a happy time. They didn't know that very near some bright little eyes were watching, and some little hearts beating quick and hard with fear.

Pretty soon Dolly began to gather nuts, and Mamma Squirrel said, "I shall go right down on the stone-wall and drive her away. I know she'll find our pile of nuts."

"No, you better not go," said Papa Squirrel. "I don't think she will find our nuts, we hid them so well. But we better keep watch."

"Oh, dear! Oh, dear! whatever shall we do? That horrid dog smells our tracks, and he is scratching up the leaves. Oh, dear, dear me! What if he *should* find the nuts!"

Just then Ned barked so joyously and wagged his tail so fast, Dolly knew something must have happened. She ran to him, and there, under the leaves, was a store of nuts, ready for her bag.

"Well! you're a wise old doggie. However did you smell them?" asked Dolly as she patted him.

Dolly didn't know about the squirrels, you see, though in a moment more she did, because Mamma and Papa Squirrel made such a chattering and scolding from the stone-wall. It seemed as if they must make Dolly know all about those nuts.

But Dolly didn't know what all the scolding meant, and kept right on filling her bag.

Presently, when Mr. Squirrel thought Ned had gone off a little way to take a nap, he said: "I must save those nuts, or my family will starve before winter is half over."

Down he jumped among the leaves and caught up a nut and scampered back to the tree as fast as he could go.

Dolly began to think then what was the matter. She went behind the old stump and watched.

How Mr. and Mrs. Squirrel did work carrying off those nuts in their queer cheek pockets.

"Poor things!" said Dolly, "they shall have these in my bag," and she turned them all out and spread the leaves back again.

When the papa came again he looked down from the wall and waved his tail quite gayly as much as to say, "You're a good little girl after all, but I think Mrs. Squirrel and I must find another pantry."

So the squirrels kept right on moving their nuts to a store-house which they had under the wall near the roots of the tree where they lived.

Dolly didn't have any nuts to carry home that day, but she and Ned had "had a happy time helping the squirrels fill their winter cellar," she told her dear mamma.

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Using the library as a social center, with study clubs and other activities, including a gymnasium, is the method taken by Homestead, Pa., to demonstrate that a library need not be merely a "mausoleum of books."

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The distinction of having the best paid one-room country school-teacher in the United States is claimed by Logan County, Ill., which pays its teacher \$110 per month for a term of nine months.

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In the belief that rich ballad material still lies hidden in Virginia and other sections of the South, Prof. C. Alphonso Smith, of the University of Virginia, is hunting down all possible versions of old English ballads. The government has appointed Professor Smith a collaborator of the Bureau of Education in order to give national aid to the work.

# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

**DEAR RURAL TEACHER.**—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

## SEPTEMBER

“O sweet September, thy first breezes bring  
The dry leaf’s rustle and the squirrel’s laughter,  
The cool fresh air whence health and vigor spring  
And promise of exceeding joy hereafter.”

### The First Day

“She is the first teacher we ever had who knew what to do the first day.”

What a world of suggestion in the above quotation from the lips of a child! How many both old and new teachers will profit by this, and put more time and thought upon the most trying but most important day of the entire year, even for the most skillful teacher. It is the one day which may start you on the road to success or failure. How many children will leave your school at the close of the day with a feeling of pleasure, and how many that of disappointment? Do we fully realize how much these first impressions mean?

The wise teacher will have her room in readiness for the first morning. A few suggestions may prove helpful to beginners:

Remove all soiled pictures from the walls, and if possible replace with new ones.

See that all bookcases and cupboards are in perfect order.

Clean the blackboards, and decorate with some simple but artistic border, and upon one place the date and an appropriate quotation.

Arrange the papers and books upon your own desk in a neat and orderly manner, and a vase of flowers or potted plant will give your room a more homelike appearance.

Greet each child as he enters. “Courtesy and beautiful manners run a close second to brains in the race for success in life.”

Be quiet, cheerful, and self-possessed. Enlist the help of pupils and thus direct all unnecessary attention away from yourself, and lessen the chances for embarrassment.

Arrange a temporary program of work for the day.

Before the close of the first day you should know the names of your pupils, and have them comparatively well classified for regular work.

“Waste not moments, no, nor words,

In telling what you could do

Some other time; the present is

For doing what you should do.”

## PHONICS

### The Story of At

Say to the children you are to help me tell a story

about a pet with which you are all familiar. All the words you give me are to sound like at.

One bright summer afternoon Tiger, the pet (cat) lay on the porch curled up on a soft (mat), when suddenly he was aroused by a sound which went (pat, pat), as along came Fido, the dog, and Harry, his master, who had just returned from a game of ball, and carried in his hand a fine new ball (bat), which was a present from his grandpa.

Harry stopped to tell Sister Mary about the game, and while he was enjoying this little (chat), Fido was worrying Tiger. Tiger became frightened, and jumped on grandma’s lap, but she quickly said (scat). Harry felt so sorry he (sat) down to pet poor frightened Tiger, then a happy thought occurred to him, and away he went toward the barn where he wished Tiger to find a (rat), but what was still better he found lying snugly in the corner of a wheat bin several little (fat) mice.

Fido and Harry were soon off for a chase through the fields and the woods, and Tiger undisturbed was enjoying his play with the little mice. On their return they found Tiger dozing in grandpa’s old (hat) high on a post out of harm’s way.

## Friday Afternoon with the Poets

EUGENE FIELD

The Children’s Poet Laureate

Eugene Field was a great poet, a sweet singer, a fine story teller and a devoted friend to children.

He was born Sept. 2, 1850, at St. Louis, Mo., but most of his life he spent in New England as his father was a native of Vermont, and after the death of his mother which occurred when Eugene was seven years of age he was placed under the care of a relative at Amherst, Mass.

Later he spent several years at college, first at Williams, Mass., then at Knox College, Ill., and later the Missouri State University. He studied law, for his father was a lawyer, but gave this up as he grew older, and took up journalism.

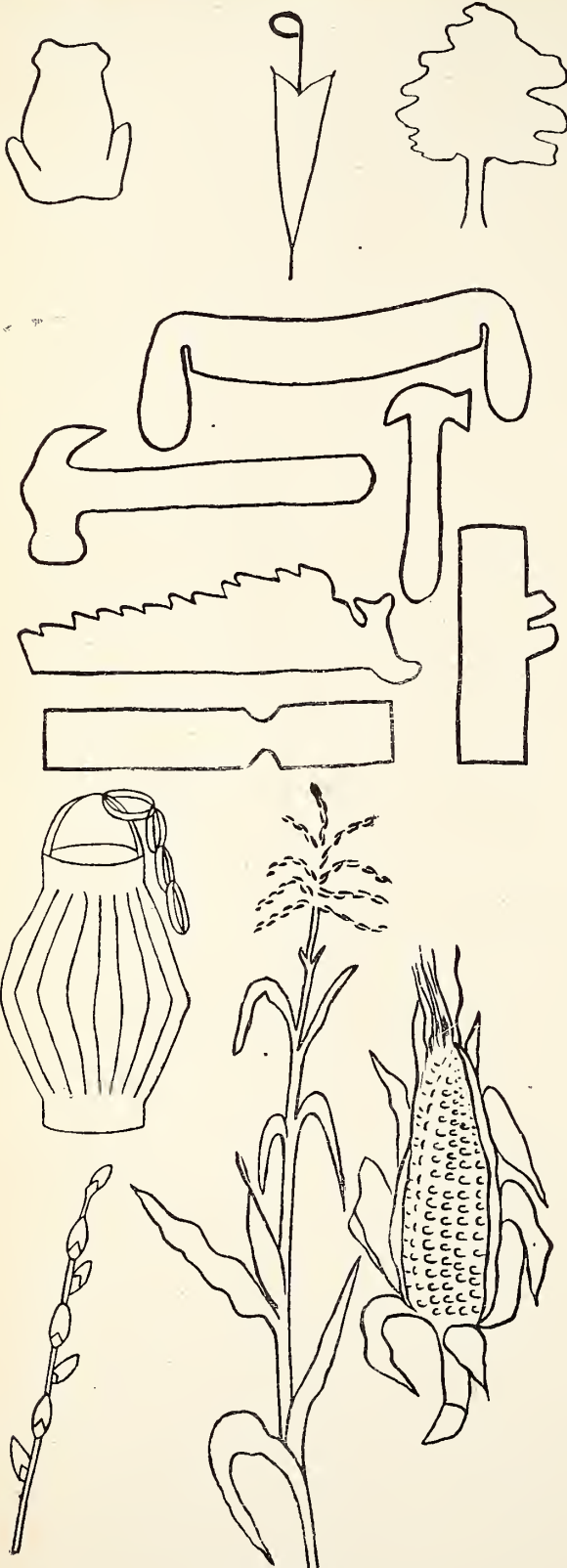
Wherever he went the children gathered around him, and he always gave himself up to their entertainment, or was one with them in their games. He was of a joyous disposition, and a great lover of pets and flowers.

For some time before his death Mr. Field’s home was a large, rambling old house, in one of the suburbs of Chicago. His house is said to resemble a toy shop. He loved to wander in old curiosity shops, and rarely returned to his home without an armful of toys for his children.

He died suddenly Nov. 4th, 1895, at the age of forty-five.

Among the most beautiful floral offerings at his funeral was a shoe of white carnations with the name of

## Simple Suggestions for Paper Cutting, Drawing, Etc.



(To be continued)

## GRADUATION EXERCISES OF THE ETHICAL CULTURE SCHOOL, N. Y. C.

The first graduation of the Kindergarten Normal Department of the Ethical Culture Schools since the death of Miss Caroline T. Haven was made memorable by the introduction of her successor, Miss Patty S. Hill.

Miss Hill was introduced to the students and the audience by Mr. Lewis, the highly esteemed superintendent of the schools.

Miss Hill referred to her professional admiration and personal love for Miss Haven, and the interest she now feels in cooperating with the faculty to preserve the traditions of the school, and to assist in extending its influence by cooperation with Columbia University.

Miss Hill spoke of the tendency of institutions to rival each other rather than to cooperate, but the newer thought of strengthening each other's work is now being tested. Miss Hill said an effort is also now inaugurated to unite the kindergarten and primary normal training, so that kindergarten graduates of this school will be familiar with primary work, and primary teachers will know what has already been accomplished by children coming to them from the kindergarten. This union has in reality existed for many years in the Ethical Culture Schools.

Miss Mabel Goodlander, a kindergartner of many years' experience, having had charge of the first grade and later of the second, so that the faculty is favored with her double experience.

Miss Tracy, who as Miss Haven's assistant for two years past, has carried the main work in psychology and kindergarten method, remains as principal.

Miss Tracy has also had experience in both kindergarten and primary work. It was Miss Tracy's privilege to present a class of twenty-eight graduates to Dr. Felix Adler for diplomas.

Miss Tracy's remarks were practical and inspiring. She especially urged the young women to seek to perfect themselves more and more in music, in art, and in every occupation of the kindergarten, that they might constantly be good examples for children to imitate.

Dr. Adler's remarks were full of the gracious fervor of his own soul as he spoke to the graduating class.

"Except ye become as little children, ye cannot enter the kingdom."

He traced the differences between the natural child and the spiritual child.

He said, The child is happy because he is innocent and ignorant of sorrow.

The spiritual child, the adult, may be serene because he knows sorrow.

Dr. Adler later announced to the audience another advance in the Ethical Culture Schools, to be inaugurated in the fall, namely, an Arts High

School, or High School for Artists, just as we now have High Schools of Commerce.

The course will give students of high school age the opportunity to have two hours daily in art, so specializing according to their native tastes.

This is an added proof that the true understanding of the message of Froebel extends upward in this school, for the care of the individual child, a respect for life as it unfolds, is indeed part of that message, while cooperation is a second note so beautifully presented by Miss Hill at the opening of the exercises.

Miss Ruth Thurlow Steele responded for the graduates to Dr. Adler's address.

A word must be added concerning Dr. Dykema and the charming music of this graduation program. There was a note of sadness to those who have benefited these years by the wonderful uplift Dr. Dykema has given to kindergarten music in New York City, tho the music itself was full of sweetness and joy. The note of sadness was heard only as an undertone, because Dr. Dykema has been enticed to leave us for new work in the West.

We cordially congratulate Wisconsin University.

It will be of interest to teachers of music for us to give a list of the songs sung by the juniors and seniors. They were as follows, scattered of course thru the program:

- (a) How Merrily We Live.....Este
- (b) Dametus: His Jigge.....Bendall
- Two types of kindergarten songs:
- (a) For children to sing:
- (1) The First Flying Lesson.....Neidlinger
- (2) The Cow.....
- The Crow.....
- The Moon Man.....
- .....Jones-Barbour
- (3) Kōmndt ein Vogel.....
- (German Folk Song.)
- (b) For children to hear:
- (1) The Woodpecker .....Nevin
- (2) The Dandelion .....Foote
- (3) Cradle Song .....Cole
- A Love Song .....Bantock
- Love is Spring.....Mendelssohn-Shelley

The main address of the day was given by Professor Kilpatrick of Teachers College, which deserves special report with its telling quotations from Plato to the present day concerning the education of children. Dr. Kilpatrick cleverly divided his address into three parts and treated the subject somewhat in humorous fashion, holding not only the students but the audience as he showed what children have endured thru the centuries.

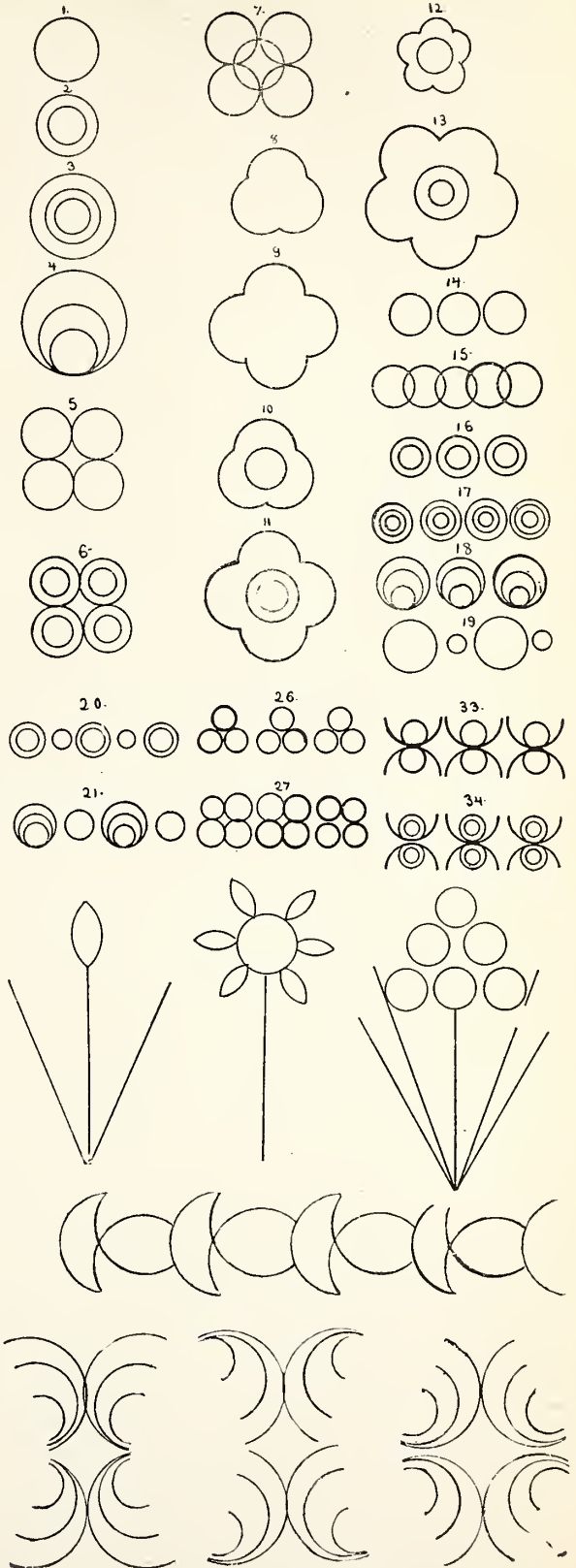
The divisions of his address dealt with:

First, what they did with children before there were books.

Second, what they did when interest was centered in the book.

Third, what we are trying to do now.

Some Simple Suggestions for Ring Laying



(To be continued)

his most perfect child poem upon it. "Wynken, Blynken and Nod."

Wynken and Blynken are two little eyes,  
And Nod is a little head.  
And the wooden shoe that sailed the skies,  
Is a wee one's trundle bed.  
So shut your eyes while mother sings  
Of wonderful sights that be,  
And you shall see the beautiful things  
As you rock on the misty sea,  
Where the old shoe rocked the fishermen three—  
Wynken,  
Blynken,  
And Nod.

—Eugene Field.

But sleep, little pigeon, and fold your wings—  
Little blue pigeon with mournful eyes;  
Am I not singing?—see I am swinging  
Swinging the nest where my darling lies,  
—Eugene Field

#### OBEDIENCE

If you are told to do a thing  
And mean to do it really,  
Never let it be by halves:  
Do it fully, freely!

Do not make a poor excuse,  
Waiting, weak, unsteady;  
All obedience worth the name  
Must be prompt and ready.

—Phoebe Cary

#### Busy Work

Each child in the beginner's class should be provided with a box of Crayola or similar crayons, a pair of scissors, a box of word builders, some drawing paper and a few sheets of white and colored paper for paper cutting and chain making.

Let the first directed work be that with which the child is most familiar, and has been most interested in at home.

The work of the first month must consist of the simplest exercises unless the children have had previous training, but free play with a purpose in view should always be encouraged. Aimless destruction of material or throwing it about should not be permitted.

Simple work, which the children are most likely to be interested in, which some of them have done at home and all can learn to do without nervous strain, should be undertaken.

Teach the children how to handle the scissors, for many use the left hand for cutting.

Cut strips of paper along a blue or red line. Cut flowers and fruits from catalogues. These exercises steady the hand and train the eye.

The movement required in cutting paper seems to satisfy the child's desire for activity more than any other medium which we can give him.

Have each child represent a farm yard. Cut first a barn, and a few outlying sheds, then hens, chickens, ducks, geese, cows, sheep. Separate parts of the yard by means of board or rail fences. Place trees and bushes in the yard, and these may be colored to represent the foliage in fall colors.

Farm implements may be placed in the yard, also a swing upon the tree or a hammock. Children will even suggest a man with a milk pail, and various other things to make the farm scene complete.

If teachers find it impossible to make outlines free hand for the children, catalogues containing such pictures may be used, and several copies made with carbon paper.

The sewing cards for the month should be animals, leaves, vegetables, simple farm implements, baby's cradle, and any other familiar object in the home.

Dr. Merrill recently addressed a gathering of mothers on Grimes Hill, Staten Island, on invitation of Mrs. Tracy Edson, who is interested in opening a "House of Childhood" on the Ward estate.

The mothers who were present were all well read on the Montessori Method, several having visited the classes established in Manhattan.

Dr. Merrill explained the similarity and difference of Kindergarten Methods, answering many questions which arose. The mothers expressed themselves well pleased with the broader outlook presented and urged Dr. Merrill to come again.

Jenny B. Merrill, Pd. D., ex-supervisor New York Kindergartens, and special lecturer on educational topics, can be secured for a limited number of addresses to teachers or mothers, at points not too remote from New York City. Her subjects are the following:

"Present Day Modifications of the Kindergarten."  
"The Report of the Committee of Nineteen of the I. K. U."  
"How to Utilize the Results of Kindergarten Training in the First School Year."  
"Primitive Knowledge, or the A B C of Things."  
"The School of Infancy." "Montessori Methods."  
"The Home and School Working Together."

#### REPORT OF COMMISSIONER OF EDUCATION THE YEAR ENDING JUNE, 1912.

By Philander Priestly Claxton, Litt. D.

A volume of 648 pages, probably the most satisfactory report that has ever been published, and contains a vast amount of statistics and practical information for teachers in every department of educational work, not only in America but many of the other leading foreign countries.

LEATHER WORK. By Adelaide Mickel, Department of Manual Arts, Bradley Polytechnic Institute, Peoria, Illinois. A Teachers' Manual on Leather Work. Price 75c. Published by The Manual Arts Press, Peoria, Ill.

The most complete and suggestive book published on leather-work for the art craft teacher and the craft worker in leather. The book is intended to be of practical assistance to teachers and students in acquiring the technique of the various kinds of leather-work. It describes the tools, processes and materials used in working leather and gives detailed descriptions of the processes to be followed in

#### Statement of the Ownership, Management, Circulation, Etc.

of KINDERGARTEN-PRIMARY MAGAZINE, published Monthly except July and August at Manistee, Michigan, required by the Act of August 24, 1912.

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Signature of editor, publisher, business manager or owner.

J. H. Shults,

Sworn to and subscribed before me this 3rd day of July, 1913

F. H. Stone, Notary Public.

(My Commission expires Sept. 1st, 1915.)

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# THE KINDERGARTEN

—PRIMARY—

## MAGAZINE



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J. H. SHULTS, MANAGER.

OCTOBER, 1913

VOL. XXVI, NO. 2

### EDITORIAL NOTES

WITH a view to obtaining suggestions from our subscribers as to what we have published in the past year has proved most helpful and what departments should be added, we published the following last month:

We will give twenty-five free subscriptions to the first twenty-five regular kindergartners who will tell us in a few words, First—What department or articles which appeared last year were most helpful to them. Second—What new feature they would like to see appear in the magazine. This offer withdrawn October first. We will also give twenty-five free subscriptions to primary or rural teachers who will answer the above questions within the time specified.

Several replies have reached us but there are still a number of subscriptions to give out. The offer will be withdrawn October 1. The replies include the following:

I am not answering this article especially for the free subscription to the magazine, but for the benefit to be received by your granting a request to the second question.

To the first I wish to say all the articles written by Dr. Jenny B. Merrill were the most helpful to me. To the second I most earnestly wish you would print for the primary department a daily program for the school year. Such excellent programs appeared all last year for the kindergartners.

The Kindergarten Primary Magazine arrived this morning. Let me tell you how much I appreciate its coming earlier. I opened, glanced it through, then settled down to reading my favorites—Miss Hill's, Dr. Merrill's, Dr. Hailmann's.

It is hard to choose because we have had so many very good articles, but the one that touched me most was Dr. Hailmann's "Dream." That month I had a review of Bryan's "Basis of Practical Teaching" to give at our monthly meeting of the teachers of all grades. I not only referred to the article but read parts of it.

I've put Dr. Hailmann's and Miss Hill's of Septem-

ber to practical use. Have a friend who enters the university this fall and is still undecided as to whether her work shall be kindergarten or playground. She asked me today to help her decide. Have my own views but what better could I give her than these messages to read?

All primary teachers can profit by Miss Hill's message—but so many times the past year especially, I've longed for a page or two to be devoted to good articles on progressive primary work.

Now, may I tell you that for seven years I worked in Japan with kindergarten children and their big brothers, sisters, fathers and mothers. Some of them and Japanese teachers read yours and other American magazines and I do so wish the little things taught to American children about Japanese children were always nearer as it truly is in Japan. Your paper is as near the real thing as any I ever read. If the writers would be just quite sure. Japanese children act much as our children do. I love my American magazines and my Japanese friends too much to have them hurt the tiniest speck. This is not even the slightest criticism on any paper, only a little longing I have. Perhaps it does not affect any other friend of the Japanese as it does me, and I'm sure the Japanese do not mind it.

New Brighton, Pa.

Among the many usable things in the magazine last year I found the stories by Susan Plessner Pollock especially interesting to me. I also profited much from all the articles on gift and occupation work and should like to see them continued.

P. W.

I read the magazine carefully and find many helpful hints. The department entitled "The Committee of the Whole," conducted by Bertha Johnston, has helped me much.

C. P.

A KINDERGARTNERS PRAYER—"Lord, help me to truly "live with the children". Save me from formal routine and ruts. Grant that I may never be content to "just get through" my work, but help me ever to realize both its responsibility and its blessedness. Amen."

## THE GIFTS.

LUELLA A. PALMER

So much could be written and said about the "gifts," their nature, purpose, and method of use, that it seems a very wide subject for a twenty-minute discussion. After a paragraph or two of introduction with regard to the nature of the gifts, this paper must be confined to a consideration of the purpose in their use.

As man's knowledge of the world grew, he found that this knowledge fell into related series, a time series (history), a place series (geography), an order series (arithmetic), a form series (geometry), etc. The separation of knowledge according to these aspects was an advanced and highly organized way of looking back and interpreting actions which had arisen in concrete situations. Knowledge was at first a vague whole, the first groupings were large and ill-defined, very gradually details were discerned, and classifications became more limited and more definite.

When schools demanded books which would present to children knowledge in concentrated form, the text-books provided were written by men who had a logical grasp of each subject. They, therefore, presented information in a logical order. Provided in this way it was expected to give the same insight into the subject which the adult had. Educators did not realize that a child's mind could only gain through actual experiencing that power of organization which would enable him to relate in definite series, to see logical order. They did not understand that the powers of the mind are organized through the following out of a psychological order and that in the process would come the comprehension of an ever more logical order.

Schoolmen and teachers have now become conscious of the defects in their theory and are rapidly changing their methods. The worth of any study is now felt to be the degree to which it provides material for the child's mind in its development. The presentation is not according to the logical development of the subject matter, but the employment of that sequence "which is essential in socializing and psychologizing the experiences and activities." The distinction between information and wisdom as results of education is being sharply drawn. Dr. Dewey says: "Information is knowledge which is merely acquired and stored up; wisdom is knowledge operating in the direction of powers to the

better living of life. Information, merely as information, implies no special training of intellectual capacity; wisdom is the finest fruit of that training."

Kindergartners must not be the last to criticize their own work in the light of the theories which are making for more efficient education. When Froebel outlined the "gifts" and "occupations," he wrote for the kindergarten what corresponds to text-books of other grades. These presented what he considered subject matter for early education; they presented it logically and it was to be given to the children in its logical order so that the children would become more conscious of that order. They were to learn verbally the facts about it so that these facts might make some impression upon the mind. The recent investigations into the working of the human mind have taught us that although the adult may see a definite logical connection within materials, this cannot be brought to the consciousness of immature minds; it can only be viewed logically in so far as it has been used psychologically. Logical insight will only be granted gradually and only after many vital experiences with the material. In the light of this fact, each kindergartner must test the worth of any material that she uses and its method of use.

The "gifts" as Froebel formulated the series may be considered in three ways.

1. As materials forming a complete logical unity within themselves.
2. As materials which the teacher uses to guide the children.
3. As materials which the child uses to organize his powers.

1. That there is such a logical relation between the gifts is interesting, but that it is necessary to have materials for a five-year-old child which will show this relation, is another question. The completeness of the circle which they form is entirely beyond the vaguest comprehension of a little child. The materials which should be chosen for his education are those which will present the amount and degree of logical order which he is capable of comprehending.

2. The kindergartner can use her material in two ways: by emphasizing (a) material or (b) the child.

a. If she endeavors to bring to the children an idea of the connectedness of the material, she must plan a series of steps in which the children are to walk. These can be taken

either by following direct dictation, or by such careful limitation of the child's possible advances that only the right step can be taken.

b. If the kindergartner views the gifts as means by which to develop the child's powers, the consciousness of their logical order will be present in her mind only as a goal which she hopes the children may reach some day. She will view each separate material in the light of its worth for organizing the child's present experiences and activities. This may lead her to discard some gifts and emphasize others. Such as she retains will be used for a purpose exactly in line with the child's purpose, except that she will realize which paths will lead most surely toward the later logical interpretation of the universe, and the child will only unconsciously strive toward the same result. Since "the psychological and the logical \* \* \* are connected as the earlier and the later stages in one continuous process of normal growth" the kindergartner will try to use the materials in such a way as to follow the order of *mental growth*, rather than the order within the material.

3. The child's experiences and activities can only be organized through a sequence which is sociological and psychological. This seems a vague statement. It means that what is provided in a child's environment and what he is encouraged to do, will arrange his ideas in the best way when such things appeal to his gradually expanding nature and lead him toward acceptance of social standards. If the gifts are materials which help a child to organize his powers, they must give him such experience and call forth such activities that his mind will be developed and in the direction that humanity has found of most worth.

With regard to point (1), to see the gifts as a complete logical unity is not the immediate purpose in the kindergarten. With regard to the point (2) the kindergartner should use the materials in line with a child's best development. It is the gifts in relation to the last point as materials which the child uses to organize his power, which will be taken up in detail in the rest of this paper.

The earliest gift lessons somehow left the child out of the planning except as a kind of mechanism; by supplying the power which moved the gifts in a certain way, he was supposed to connect them with a cog which moved his mental machinery in the same direction. The results were to be forms of life, knowledge and beauty as judged by the adult,

that is, the results were in the material and it was hoped that corresponding results were within the children's ideas. The methods were to be dictation first and foremost, then imitation, etc.; methods were something contributed entirely by the teacher. In most kindergartens of to-day, the forms made with the gifts may appear much the same as those of fifty years ago, but each one is considered in the light of the development which it has given to a certain aspect of the child's nature. A "form of beauty" is not such for educational purposes unless it is evolved from a child's own feeling and is the most beautiful which he can make.

The methods which are educational must be those of the mind's own working. "Thinking involves the suggestion of a conclusion for acceptance, and also search or inquiry to test the value of the suggestion before finally accepting it. This implies (a) a certain fund or store of experiences and facts from which suggestions proceed: (b) promptness, flexibility, and fertility of suggestions; and (c) orderliness, consecutiveness, appropriateness in what is suggested."

This can be applied to a child's use of material. (a) The mind must have something to work upon, consequently the normal child is curious and tries to find out things; (b) the mind must have a number of ways of reacting upon material, so the child builds up and tears down an infinite number of times; then (c) the mind finds some order in these many suggestions and arranges them for easy reference.

Left to himself a child might evolve relations between materials which would be trivial. It is the teacher's duty to help him arrange his experiences in ways which will be most useful. This order is best developed by providing some stimulus which will inspire a child to outline some end, and then find suggestions which are most appropriate to achieve this end. The mind thus forms a habit of calling up suggestions, relevant because of some classification which is vital and then choosing those which are most significant for the occasion; this is reflective thinking or reasoning.

The three aspects of mental activity outlined above, investigating, testing, and arranging, represent the normal process of a child's mental growth. It is only after much direct contact with various materials that an individual is willing and able to learn from the

experience of others. There are, therefore, three general purposes in the use of material: (1) to discover its possibilities; (2) to apply this knowledge, get a rich variety of experiences in connection with it, and (3) to choose some end which will bring order and consecutiveness into these suggestions.

With these general purposes in mind, the specific purposes of different gift lessons might be as follows:—

(1). To investigate, to discover properties of the material, its characteristics and possible uses.

(2). To formulate some purpose, possibly suggested by the sight of the material, and to control material to carry it out.

(3). To observe and follow another's use of material.

(4). To formulate a purpose in line with some past experience which has been vivid, and to control material to express it.

(5). To follow another's use of material because it is well adapted to express some idea about past experience.

(6). To discriminate between the values of the material in order to choose the kind best suited to express an idea.

(7). To exercise memory by repeating some form which has been made at a previous time.

(8). To express the beauty or scientific facts which *he has discovered* can be shown through the material.

(9). To show control of the technical naming of the material by following a dictation.

(10). To co-operate with others in the use of material, by adding to some large form, or by building a smaller form which is needed to express an idea which has been decided upon by the group.

Lessons given with these different purposes in mind would take into consideration the mental development of the child through the use of material, the social values that may be found in using materials, and also the characteristics of the materials used. While all lessons would have all of these purposes in some degree, for instance, discoveries should be made every time the material was handled, point (5) states the one which seems to include them in equal degrees; the other lessons emphasize one aspect more than the others. Point (3) and (10) emphasize the social aspect; points (2), (4), (7) emphasize the psychological; points (1), (8), (9) empha-

size the material; point (6) both the material and the individual.

How would lessons given in these ways help to organize a child's mind?

(1). If given in the right way a lesson with investigation as its object would help a child to gain an *attitude* of trying to learn the possibilities of any new material and of trying to interpret or use them. He would become alert to situations and eager to find problems. Kindergartners have allowed too little for investigation, they have felt it necessary to tell children many things which they could find out. "For teacher or book to cram pupils with facts which, with little more trouble, they could discover by direct inquiry, is to violate their intellectual integrity by cultivating mental servility. Even the facts which we have thought necessary to tell children about the gifts have not been the most important ones for them. "Variations in form, size, color, and arrangement of parts have much less to do, and the uses, purposes, and functions of things and of their parts much more to do, with distinctness of character and meaning than we should be likely to think. What misleads us is the fact that the qualities of form, size, color, and so on, are *now* so distinct that we fail to see that the problem is precisely to account for the way in which they originally obtained their definiteness and conspicuousness. So far as we sit passive before objects they are not distinguished out of a vague blur which swallows them all. Differences in the pitch and intensity of sounds leave behind a different feeling but until we assume a different attitude toward them or *do* something special in reference to them their vague difference cannot be *intellectually* gripped and retained." A child must build up a variety of experiences before he can discriminate those things which adults feel are values.

(2.) When material is placed in a child's hands (with which he has already experimented) he ought to be able to formulate such a purpose for expression as can be carried out through the material; in other words he ought to adapt his ideas to bring them somewhat in line with the possibilities of the material and then have perseverance enough to arrive at his self-determined end.

(3.) It is good practice for a child to follow others sometimes and particularly when some one has discovered a very good use of the material. It not only gives the child a

good model but it spurs him to strive himself for better interpretations of the material.

(4.) A lesson which leads a child to formulate a related purpose and then express it, will develop reasoning and perseverance, and calls for creativity of the highest kind. A child must be inspired to want to express a certain idea; he must think of many different possible ways in which he could express it, select the best, and then persevere to the end to carry it out.

(5.) A lesson where the children copy another's model because that other has been able to plan a purpose which is connected with what they are trying to express, has the same kind of social value as the third type of lesson, except that the purpose is a little more organized; it is the controlling of material, not to make some irrelevant, incidental object, but to follow some connected line of thinking.

(6.) When children choose the material which is best adapted to express some idea, good reasoning ability is developed. Such a lesson calls for some vivid idea to be expressed (in order to give some purpose for expression), then, a consideration of many possible ways in which it can be carried out; next, the selection for definite reasons of that material which is best adapted to (has greatest number of possibilities for) expressing the idea; and, lastly, the sustaining of the effort until the completion of the idea.

(7.) Repeating a form is a play which the child likes to have within his own mental control; he likes to test his power of recalling some act which it gave him particular pleasure to accomplish. He relives the joy just as an adult does when he repeats the story of some happy experience.

(8.) Through the use of the material a child will discover that it is beautiful when placed in certain ways, or that there are certain number, size, and form relations between different parts. If a problem is set before him as, for instance, to lay the longest possible sidewalk with the bricks, he will be elated over the solving of his problem. Care must be taken in the presenting of problems; only a few should be given in which the accomplishment of the deed is the sole end sought; this is not a high aim. Activity which has a purpose beyond that of its own realization is the kind which is of most benefit to mankind.

(9.) Through playing with the material a

child will discover that certain possible uses of material are accompanied by certain similarities in form as, for instance, that it is best to choose an object with a flat surface if it is desired to have a form which stands still, or, that objects with long sides make higher houses than those with short sides. These characteristics linger on the borderland of knowledge unless they are given a name. It makes them more definite to provide a term which the child feels will cover the facts which *he has discovered*, and which will be intelligible to his associates. A technical term should be given in order to "preserve a meaning" or to make it possible to "transfer a meaning" which a child has found in his use of materials. A dictation lesson should not be one in which the teacher has done all the thinking for the child and he has merely followed directions. "Sheer imitation dictation of steps to be taken, mechanical drill, may give results most quickly and yet strengthen traits likely to be fatal to reflective power. The pupil is enjoined to do this and that specific thing, with no knowledge of any reason except that by so doing he gets his result most speedily; his mistakes are pointed out and corrected for him; he is kept as pure repetition of certain acts till they become automatic." A dictation lesson should be a playful test of a child's grasp of the terms which show the definiteness of his discrimination with regard to the material. Such a lesson should help him to make his ideas clearer. The word should always come after experience with the material; it should represent a summing up of experience.

(10.) A lesson with the purpose of cooperating with others in the use of material would demand quite a degree of social control, a willingness to subordinate one's individual preference for the sake of making the group result more complete. This could only be done with older children in the kindergarten. The results in the material, therefore, should show a good understanding of its characteristics and of selection of the best means to get the result. Such a lesson as this would show the degree to which a child had been led to organize his ideas of the material and of himself as an individual in the group. It would call for reasoning, perseverance, creativity, co-operation.

Lessons of all these different types are needed in order to appeal to the whole nature of a child, yet those which organize his powers

on the higher planes should be given as soon as he is ready for them. The kind of material used, the ease with which it can be controlled, and the number of times it has been used, will govern to some extent the type of lesson, although the first use of any material would probably be that suggested under (1).

Not all of the Froebelian gifts could be employed in the ways suggested above, because they are not the best material through which a child can expand socially and mentally at the kindergarten age. That is a story beyond the twenty-minute limit. I can merely state dogmatically that I think the Froebelian building blocks are the best materials that will be found to help in a child's growth; that sticks, seeds, and colored balls are materials which a child enjoys and which can be used educationally. There are many doubts as to the value of the rest of the gifts. The above types of lessons can be used with any material suitable to be introduced into the kindergarten.

In the limited time I have tried to show how teacher and child can be in perfect sympathy by providing such stimulus for expression that the child will delight in putting forth all the energy which he has at his command and in the direction which the teacher knows will be of value in his steady development. Lessons given for the purposes stated are much more difficult to arrange than the ordinary sequences, giving logical steps in the manipulation of the material. They require on the part of the kindergartner, (1) a working knowledge of the normal process of mind development; (2) an intimate knowledge of each individual child so that he can be helped to his next step in advance; (3) keen observation and ready adaptability to take advantage of contributions which are of value to the individual or the group; (4) good control over the possibilities of material and of its educational presentation. Even a poor teacher can follow a series of logical lessons and dictate the forms to children gaining visible results which appear fine on the surface; it takes a superior teacher to respond to each child's need so that he is developing at the rate which is most consistent with his continued and steady progress. A teacher's method is "anything in the atmosphere and conduct of the school which reacts in any way upon the *curiosity, the responsiveness and the orderly activity of children.*"

## WAYS AND MEANS OF INCREASING EFFECTIVE KINDERGARTEN SUPERVISION.

BARBARA GREENWOOD

(Los Angeles State Normal School)

I. What is the Necessity for Having Special Supervision in the Kindergarten?

II. Some of the Dangers of Supervision?

III. Suggested Ways and Means of Increasing Effective Supervision.

I. What is the Necessity for Having Special Supervision in the Kindergarten?

1. This is the day of specialization. The kindergarten is truly understood only by those who have had special training for it, so its supervision must be more emphasized.

2. We need supervision for unification. There should be great freedom in the individual work, but all should co-operate to solve the general problems.

3. A higher standard of work is assured through supervision.

4. A supervisor is needed as a medium of information for the kindergarten department and the Superintendent and Board of Education.

5. The business and financial problems alone of the kindergarten are sufficient reasons for supervision: proper equipment, supplies, adjustment of salaries, selection of teachers, examination, over-crowding, over-work, and the manifold problems that arise.

II. Some of the Dangers of Supervision:

1. Teachers are apt to be too much supervised.

2. The supervisor is apt to be autocratic and impose her ideas, making machines of the teachers.

3. The personality and individuality of the teacher are not apt to be developed as they should be because they are not allowed to grow through exercising the power of initiative.

4. Plans of the supervisor are apt to be hampering because detailed.

5. Teachers are allowed to depend too much on the supervisor.

6. Only when the supervisor is willing her teachers should grow through using their own power of initiative, will some of the dangers of supervision be overcome.

III. Ways and Means of Increasing Effective Kindergarten Supervision:

What effective supervision really is.

The best means of accomplishing effective supervision.



1. To have the right supervisor. She must be a student of Psychology, Child Study, and Pedagogy, understanding and appreciating the natural impulses of the child.

2. The supervisor must have an able corps of teachers—teachers who can grasp the situation and hold to a high standard.

3. The supervisor must help and encourage the experienced and the inexperienced alike through sympathetic appreciation of all efforts.

4. The supervisor's greatest service to the teachers is that of constant inspiration. She is the stimulus that urges the teacher always to put forth her best efforts and to make the most of herself.

5. The teachers may be inspired in different ways:

a. To come to a more comprehensive understanding of the principles underlying the kindergarten work that they may meet intelligently any question, criticism, or argument in regard to it.

b. It is a duty of the supervisor to discover in her force, teachers of unusual ability along any particular line and to encourage further professional study.

c. The supervisor can also inspire her teachers to have comprehensive, intelligent exhibits showing the developmental stages of the child.

6. Some of the best means of carrying on supervision:

a. By visits made to the different schools.

b. By general meetings of different kinds where the attendance is voluntary.

(1) Where all the kindergartens may attend.

(2) Where only directors attend.

(3) Where classes meet for study.

c. Smaller group conferences.

d. Individual conference for really helpful criticism.

e. Voluntary reports of directors at intervals relating incidents of unusual interest. This preserves the personal touch of supervisor and teacher.

f. Office hours understood and adhered to.

7. Effective kindergarten supervision must work for co-operation with all the school system. This may be accomplished in part by having all supervisors meet together.

8. The supervisor must broaden the kindergarten teachers by having the other spe-

cial supervisors give inspirational talks to them.

9. A closer connection must be made between the Kindergarten and the Primary grades in accordance with the latest developments in genetic psychology.

10. This will mean that the supervision of the Primary school and that of the Kindergarten must be combined.

11. To make the supervision most effective the Kindergarten supervisor must understand thoroughly the work of both Kindergarten and Primary grades, and the ultimate aim of all.

### THE VALUE OF OUTDOOR KINDERGARTENS.

ADA MAE BROOKS PASADENA, CAL.

The efficacy of fresh air in cases of all manner of physical and mental disease is now fully recognized and as a result a certain number of open air schools have been started—chiefly through philanthropic effort for the benefit of sickly, subnormal and consumptive children. The wonderful success of these schools (see "Open Air Crusaders" by Sherman C. Kingsley, published by the Elizabeth McCormick Memorial fund, 315 Plymouth Court, Chicago, Ill.) leads us to ask "Why should the healthy child be denied the privilege of breathing pure air?" If fresh air can work wonders as a cure, would it not be more effective as a preventive?

All children are better and happier outdoors than man is, but our plea for the open-air school is based on larger considerations than its benefit to health. We hold that an indoor life cramps the child's mind as well as its body; that children educated amongst the trees and flowers have a broader outlook than children educated within four walls. With every opportunity of observing the ways of nature their imaginative, scientific and artistic tendencies are constantly stimulated. They do not make that rigid distinction between the world of things and the world of books which is so common and so disastrous. They understand that the one is an expression of the other.

Experience being more convincing than theory, let me describe my own open-air school, "Broadoaks," Pasadena, California. It has been established four years and we have between thirty and forty pupils. We have two houses which stand back to back with about an acre of garden between them. Flow-

ers in rich abundance, a sand pit, swings, etc., make the place a children's paradise. There are two splendid oak trees and the children are encouraged to climb about amongst the branches.

Each child has a light chair, and each pair of children has a light desk table. These can be moved about easily and we arrange them under the shade of our oaks and olives. On those rare days when it rains the children in the grades move their desks into two large open-window school rooms and the kindergarten is accommodated in a glass-sided porch.

Working in these ideal conditions we have seen nervous children grow calm, delicate children grow strong, and robust, high spirited children develop their talents naturally, without friction. We do not find the children lack concentration. On the contrary it seems their strong point. Their alertness and receptiveness render the teacher's task easy, if she is capable of adapting herself to the conditions.

One word on the ever-important economic question. We have found that the equipment and maintenance of the outdoor school involves a smaller outlay than would be necessary in an indoor school.

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Ada County, Idaho, has a school district containing 324 square miles.

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Seven hundred home gardens were started in Port Ewen, N. Y., this year under the direction of the school authorities.

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Every high school graduate in Nebraska receives a letter from the University of Nebraska congratulating him on his graduation and urging him to consider the advantages offered by the State University.

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A vocational summer school, with practical men and women in charge of it, is in operation in Baltimore, Md., this year. Printing and woodwork are among the subjects taught the boys; the girls have cooking, sewing, and other household branches.

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The National Kindergarten College, in Chicago, is devoting a large part of its summer program to the methods of Dr. Montessori. Two of Dr. Montessori's graduate students, who have spent over a year with her in Rome, have charge of the practice work with the children.

## PREPARATIONS FOR THE PROGRAM.

OCTOBER.

JENNY B. MERRILL, Pd. D.

(Ex-Supervisor of Kindergartens. Special Lecturer on Educational Topics)

I wonder whether there are not kindergartners planning to experiment a little with Montessori discipline if not with her *materials*. Her keynote strikes upon my ear with a decided Frobelian ring, for it is "Stand back and follow the child." Who said, "Education should be passive following?" Surely Montessori's note is only an echo of Froebel in this particular. Are not our "*programs*" in danger of following the *school* rather than Frobelian principles?

It requires more skill on a kindergartner's part to let the children "make the day," but it is worth while to experiment, now and then, perhaps upon a rainy day when the attendance is small, or upon a child's birthday when he and his companions may choose games and songs and stories. Perhaps also on Fridays, review days, the little ones will surprise you with a very pleasing program, your suggestion simply being that they can choose from the week's occupations. What an opportunity this will afford for you, good kindergartners, to study individual tastes and also the strongest impressions of the week's work.

If you are a young kindergartner, you may still need "leading-strings;" you may fall back upon your training-school program in part, but I hear you say, "This kindergarten is so different from the one where I observed. I cannot do so much. These children are less mature. They have had such meager experiences at home. I must modify my training school program in almost every item especially in songs, stories and games."

Still will not the general note of programs throuout the year be helpful to you? *Nature* sends out her happy hints in falling leaves, in rainy days, in early sunsets, in snow and ice, and spring's awakening. The five great festivals of the year—Thanksgiving, Christmas, the patriotic holidays, Easter, May day—will lure you on from point to point.

It is not only the *daily* program but the *yearly* program that must be kept in mind by the kindergartner. Early in the year each kindergartner should make a list of stories, a list of songs, a list of games, that she hopes her particular children will enjoy betimes. (Make the list even tho you drop a few and add others.)

In some cities the kindergartner may possibly be obliged by the school regulations to plan by the *term* rather than the *year*. Promotions are sometimes made semi-annually and thus the kindergarten year has two beginnings.

It is attention to these large periods that will make for the best results in the end. Why so? Because the kindergartner who thinks ahead will be likely to secure continuity. She will be ready when the *time comes* with pictures on hand, objects to illustrate, stories to tell. She will not find it impossible to introduce this occupation or that at the proper moment because having thought ahead, she ordered necessary supplies, or hunted a story up weeks ahead,

possibly months before its introduction. To illustrate: The autumn days are here, and Miss Susie is so glad she remembered to think "thru the year" while on the farm. She has a choice collection of grains and even a corn-stalk. She has just the colors for chains and leaves that autumn calls for, plenty of yellows and browns, some orange and red as well as green. She has clay on hand for modeling fruits and vegetables and colors to color them. She has pictures of squirrels, of fall fruits and flowers, of chestnut burrs, of orchards; she has acorns, milk-weed pods and other seed-vessels in the cabinet. She thought ahead and when acorns are needed, there they are. A word to the wise is sufficient.

This is the October number of our magazine and we mean to relate some of the rich experiences of former years in former kindergartens as a guide and inspiration for *this* October, but you, wise kindergarten, are also looking even ahead of this month into November and working forward towards that first great festival, *Thanksgiving*. It is your goal, your objective point, and you must *know* now in general terms what you hope to have led the children to experience by that time. September was a short month but you will look back, and bring together in your mind what has been accomplished as an impetus for October. You will add a few pictures to the walls, a flight of birds, perhaps, a few animal picture books to the table, a box of acorns, where they will attract the children but not the mice.

You will have provided a big box for dry leaves for the little ones to jump in if they have no park near by, for every little one must hear the "rustling" of leaves! You mean to train the ear to unusual as well as frequent sounds, especially to nature's voice as she speaks in leaves this month. You may, perhaps, single out the prettiest leaves, or have the children do so, to lay some pretty patterns on the white oil-cloth before you let them make impressions of leaves on the clay plaques, which they can now make quite well, having worked in clay from the first week.

I once visited a kindergarten where the children at each table were working together with leaves, laying a continuous border around the edge of the table. The sight rises to my mind for it was the first time in my experience that I had seen a kindergarten using leaves upon the white oil cloth. The white background brought out the dainty shapes and colors of the leaves. The children enjoyed working together.

But there are many kindergartners waiting to say a word of inspiration and refresh our memories of all the rich possibilities in an October program which like a good artist each will paint in her own way.

It will be an interesting study for the young kindergarten to take paper and pencil and summarize these reports before writing her own program. Perhaps a few questions will help.

How many reports mention experiences out of doors?

What is said of birds, insects and other animals?

What activities are suggested by out of door experiences for indoor games?

What occupations are influenced by the use of leaves?

What pictures are mentioned?

What songs?

What are the subjects of conversation?

What plants are mentioned?

Make a list of new words that have possibly been added to the child's vocabulary this month.

Write all the ways nature materials were obtained by these kindergartners. Who helped?

Is it wise to celebrate Hallowe'en in all kindergartens?

What proof do you find in these reports that environment and experiences differ widely in a large city?

What proof do you gather that nature reaches all the little ones.

What examples of cooperation with the school and community are suggested?

Our first walk was taken while the leaves were still green and goldenrod was in evidence. During the next walk we found that the foliage color was changing and that there were more asters to be seen than goldenrod. Another outing followed soon after. This time we found the leaves were quite bright and that some of them were falling. Each child gathered as many leaves from the ground as could be easily carried. We reached the kindergarten a short time before dismissal, which afforded an opportunity to look the leaves over, compare them and learn the names of some. The leaves were kept and the next day in our opening circle names already known were reviewed and the names of the other learned. I made a frieze of the different familiar kinds, using cut paper imitations, and after the natural leaves had become too faded for recognition the children enjoyed finding the kinds named upon the wall. They used leaf forms in their cutting, tearing, sewing and painting, and were finally able to recognize the chestnut, maple, dog-wood, elm, two kinds of oak, and the three forms of sassafras, so that during our next walk the trees were known by their leaves.

Our last walk showed us that the trees were quite bare and that the asters had changed in appearance. One child found a "sticker" on her dress and calling our attention to it presented an opportunity for an out-of-door seed talk. In the kindergarten we had already recognized nuts as a kind of seed. But with the "stickers" and asters at hand we made a little group and discovered by opening them that they, too, contained seeds and that a means for dispersion had been provided. Some rested on the ground as we talked and De Koven's Winter Lullaby, a part of which we had learned, seemed more meaningful as we sang it, with the seeds in sight and a covering of the fallen leaves near by.

M. R. P. H.

This month in our kindergarten we have had a good deal to do and say about leaves. First a border of green leaves, pressed and mounted, was put across the top of one of the blackboards. Later, after talk-

ing of the changing colors, a border of red and brown leaves was added.

Some branches of red and green leaves have been kept in the room and looked at and talked about.

Of flowers we have had a number of different colored chrysanthemums, asters, goldenrod, pinks and roses.

In the sand table we have represented an orchard with large twigs for trees, and the blackboard and room pictures have told of birds going south, squirrels gathering nuts and leaves falling down. In the games and songs we have learned "The Orchard," sometimes using real leaves from a bagful kept for that purpose; "The Squirrel," "Come, little leaves," etc., and out of the windows we have noticed the weather, pleasant days and rainy days, and even a little snow, and talked about the wind and sun.

G. C.

We have been blessed with a great deal this fall. There has been an abundance of autumn leaves which the children have played with, made chains and pasted designs. They also strung dog-wood berries and squash seeds. Bitter-sweet vines were hanging in the room and there were milk-weed seeds in the window which they loved to chase and capture in playtime. We also had various twigs and acorns, chestnut burrs and other nuts. The children showed great interest in all these (to them) novel things.

E. M.

The children have been to the park, are familiar with oak, maple and dog-wood leaves, acorns, hickorynuts and chestnuts; are familiar with gray clouds, falling leaves and strength of wind.

I. W. A.

During October we took up the subject of birds and their migration. Our talks were made interesting by a child whose parents are interested in birds. He told of the hatching of the eggs and his stories were verified by little boys who had been to his home. We had a little Hallowe'en party.

R. S.

We have been walking twice, once to Tompkins Park, where the children had a very nice time with the sand and the board for sliding, which they called "sliding pond." The next time we went to Stuyvesant Park, and invited the mothers to go too; about twenty went. We had permission to go on the grass and had a chestnut hunt. The mothers helped us scatter about half a bushel of chestnuts and the children had made baskets which they picked full of nuts. Our District Superintendent joined us. The children insisted on filling his pockets with nuts and we had quite a party. The children are more intelligent than usual this fall about nature subjects and we have made much of the squirrel, pumpkin, and corn. We had a Hallowe'en party at 11:30, October 30. Our principal brought over some boys from school, who gave us a little jack-o-lantern picture exhibition.

E. S.

We have been fortunate in having a good supply of nature material sent to us from the country—acorns, milk-weed, chestnut burrs, etc. They have been a great delight to the children, who have had them in free play, sorting and stringing, without ever losing interests.

K. B. H.

We have not taken any walks, but a great deal of material has been brought to the kindergarten. The children took great delight in bringing leaves to us. They learned the names of different birds and from pictures learned to describe them. They have learned to tell the oriole's nest, also that of the robin. We have a collection of nests for the cabinet.

F. V.

We made chains of sunflower seeds and acorns for our room. The children also strung leaves and straws to take home and were very much pleased with them. At Hallowe'en we made a jack-o-lantern. We have not been able to take many fall walks on account of the unpleasant weather.

V. Z.

During month of October spoke of fall nature interests. Children brought in leaves from neighboring park. One child brought in beautiful bunch of autumn leaves which his father had gathered in the country. At Hallowe'en festival a jack-o-lantern was made and the seeds from pumpkin saved for stringing.

R. W.

So much pleasant weather has made it possible to get out quite a little. A trip to the park, down to the river, and up on the roof. The neighborhood and the great distance we have to travel to get to more ideal surroundings make it rather hard, so we are not able to go to the park quite as often as we would like; however, the children have been able to see the falling leaves and other signs of approaching winter.

R. K.

I take my children, six or eight at a time, for walks afternoons. We have been to the park to see autumn foliage and squirrels, and this week we are going to see the sheep, studying about wool.

We have a cabinet which we are filling and when nests, cocoons, starfish, etc., are brought, we talk about them. Have had leaves on hand, fruit, chestnuts, and a pumpkin.

M. E. C.

We have been to Central Park to see the animals. The children fed the squirrels with acorns and we gathered a few oak leaves which were lying on the ground. In occupation work, we have strung rose tips and maple wings.

A. H.

We have taken no walks with the children, but we have encouraged them to bring in specimens of nature, and each week after their Saturday and Sunday excursions one or two children have brought fall flowers, leaves and nuts. We have kept the kindergarten supplied with the autumn foliage, cornstalks, grains, seeds and vegetables.

M. K.

For our nature work, we have had colored leaves and dog-wood berries, chestnut burrs and hickorynuts, oats, wheat milkweed seeds, etc. For Hallowe'en we had a pumpkin and cut a jack-o-lantern. We have started two window-boxes; we have had pictures of birds and some nests, also a bowl containing two goldfish. For flowers, there have been goldenrod and asters and chrysanthemums. We have taken two walks, one just around several blocks and the other to the playground.

M. S.

A day spent in the country at Upperhan, Yonkers, N. Y., was greatly enjoyed by the kindergarten children and two mothers. The trip, including the journey on train, was rich in experiences upon which to base our work. We have used autumn leaves, twigs, acorns and milkweed.

E. McD.

One fall walk this term was unusually interesting. We went to Stuyvestant Park and saw the usual objects of interest—trees turning and falling leaves, nests, bushes, benches, St. George's church, etc. That morning the park gardeners were busy in the plot around the fountain, removing the geraniums, lilies and foliage plants which had beautified the fountain during the summer, and digging up and softening the earth in the plots. They gave us several basketsful of plants, which we distributed to the children when we returned so that each child had a plant to care for at home. We also planted a few in pots for the kindergarten next day.

We have a very pretty fernery field with moss and partridge vines with their red berries, of which the children are very fond.

We have had a bountiful supply of autumn leaves, pine and spruce branches with cones, nuts and other nature material this fall.

G. R.

At recess we walked around the school almost every day to watch the change in the trees, and in the gardens opposite. We dug up the flowers in the school beds and planted them in our boxes, leaving the bed smoothed over for winter.

Acorns, hickory and chestnuts were brought in by the children and all know them, and the leaves of oak tree and maple.

We were also interested in some sparrows who had a nest in the leader, but we never saw the little birds, just the parents bringing worms. There has never been one here so late before,

M. C.

The children never tired of bringing in autumn leaves which we used for many purposes. It was such fun to pin one upon a piece of drawing paper, trace it, and then make another leaf near it with a red, brown or yellow crayon.

J. L.

We took several delightful walks up the Southern Boulevard to a large open place where there are many trees. The children gathered quantities of dried leaves and discovered numerous pods containing seeds, which they thought it great fun to open and scatter. When we returned, their arms were full and some had pulled plants up by the roots to plant at home.

M. H.

Our usual fall walks were taken to St. Mary's Park and along the Southern Boulevard. The park especially gives us plenty of material for our nature lessons. We watched the trees change color, the leaves fall, the squirrels gather nuts, the park gardner dig up his flowers for the winter, and enjoyed many good runs on the grass.

M. E. E.

St. Mary's Park being so near, we spent many beautiful hours in it, seeing the changing trees and shrubs, the falling leaves, and the efforts of the squirrels to secure food for the winter. The children had great

heaps of leaves to wade through and to gather, to bring back for painting. I brought milkweed pods from my home. Our garden yielded pumpkins.

H. C.

During October we took many short walks to observe the trees, to find shrubs; gathered seeds, also leaves for our room; at another time in search of empty bird nests. Crickets and caterpillars we found in great plenty, especially crickets; it was all we could do to keep from stepping on them.

When we talked about the squirrel, we went on a nutting party and in a very short time came home with pockets and caps filled with acorns.

Children brought several plants from their gardens for our window. Cocoons brought by the children.

S. B.

We had one very happy walk to Crotona Park, when the leaves were falling thickly. The children gathered acorns with shouts of glee, and pointed out several squirrel holes. Since then about twelve children have gone out to buy the pumpkin for Hallowe'en, and yesterday another twelve to buy our Thanksgiving basket and some fruit.

H. D.

#### NATURE OBJECTS.

*Leaves.*—Used with sticks for gift work, leaves on trees, falling off, border, etc., as object lessons in drawing, cutting and tearing.

*Flowers.*—Drawing lessons, drawing from life.

*Twigs.*—Used in sand, and with peg boards.

*Vegetables.*—As objects for clay modeling. Hallowe'en week we had a jack-o'-lantern in kindergarten and each child modeled a pumpkin, painted it and brought it home.

*Acorns.*—Each child made a top to take home.

*Excursions.*—No excursions were made. We are not within walking distance of any park and our class is very large.

A. C.

#### Bangor, Me.

The kindergarten opened for the fall term today, with Miss Osterhoudt and Miss Alice Van Hook of New York in charge. The building recently acquired, the old library building on Ledge lawn avenue, is proving very well adapted for the work, and makes an ideal small school room building.

#### Montclair, N. J.

The Montclair Kindergarten Association held a meeting in the Teachers' Clubhouse in Valley road yesterday afternoon. Miss Pearl Fish, president of the association, gave a lesson in folk dancing. Miss Olive Cary, a teacher in the Mt. Hebron School, assisted at the piano. It was announced that the association had joined the International Kindergarten Union.

#### North Yakima, Wash.

Alarmed by the rumor that the school board is considering the abolishment of the four city kindergartens in order to cut down the operating expenses of the schools, mothers of kindergarten children have held meetings in the different sections to protest and to take the steps necessary for presenting petitions asking that they be retained.



# THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

**THIS COMMITTEE OF THE WHOLE**, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,

389 CLINTON ST., BROOKLYN, N. Y.

*To the Chairman of the Committee of the Whole:*

A bright little boy in the kindergarten has a peculiar habit of putting his hands in the faces of the other children, and otherwise teasing and annoying them. He seems to do this impulsively, but greatly enjoys the discomfiture of the children. Nothing in the kindergarten seems to interest him so much as the indulgence of these peculiar habits. What shall I do?

S. A. H.

Here, as elsewhere, we must try to overcome evil with good. The hands that do the unkind things must be trained, little by little, to do the gracious, helpful deeds. Possibly the children are seated too closely together. Try placing him near some weaker child, and without mentioning his previous teasing tricks, suggest that here is a playmate whom you want him to assist in as may ways as possible, and ask him how many things *his* hands can show *his neighbor's* hands how to do, thus setting up new associations in the brain centers, to replace the old ones. We have told the story in past years of the little child who was continually punching and hitting her neighbors, and then learned happier uses for her hands when a cat strayed in one day, and all of the children played holding a kitty on their arms, and gently stroking it. One purpose in the Finger Plays is to thus substitute right activity for evil or bad activity. See the Mother Play, "The Greeting." Occasionally ask this problematical child of yours, at table, or on the circle, to lead the others in a finger play, and so train him to feel the joy of helping and being a leader in good actions, or, after he has used his hands teasingly, take them gently in yours and express your surprise that such nice, soft hands should want to do the unkind deed. Do not arouse opposition or bravado by arbitrary commands not to do so and so. Dr. Francis Warner's "Study of Children" will be helpful to teachers of any grade, who have fidgety, nervous children in their classes.

*To the Chairman of the Committee of the Whole:*

I was interested in the query of S. D. in the September number, regarding light and color. It suggests a simple experiment with the prism and one with complementary colors that may please primary children and possibly lead to some boy or girl later making discoveries in color photography. Who knows?

Take the six colors, red, orange, yellow, green, blue, and violet, place them on a white or black background and then let the rays from a prism (the so-called spectrum) fall upon one after the other or upon several simultaneously. Then note how the pure colors of the prism are changed in hue according to the color upon which they fall. In some cases they will be greatly intensified, and otherwise modified. The children might be given this experiment as a subject for a composition. Then note if all agree as to the changes in hue.

Again—those who have studied physics know that by looking intently for a number of seconds at a bright red circle or oblong, and then instantly at a white background, the complementary of that color, a delicate green circle or oblong will be seen. Each color thus has its complementary. Now, after looking at a red bit of paper, then instead of a white background, look quickly at green, blue, gray or what not, and the complementary will be modified according to the background.

Use kindergarten colored papers in making experiments, or even bright covered books. I tried it with six books of different colors.

B. K.

*To the Chairman of the Committee of the Whole:*

Such is the power of apperception that after seeing your Pigeon-House picture in the September number, and reading the short article accompanying it, I read with particular interest the letter to the New York Times, which I enclose, a trifle abridged. City children see so many racing automobiles that they may not be able to discriminate between what may seem to them heroic (?) daring, and criminal haste. This "contrast" may lead them to "love mercy," and therefore to imitate it when occasion offers.

Respectfully,

M. B.

### A Contrast.

*To the Editor of The New York Times:*

"I was passing through the arcade of Madison Square Garden when I noticed a truck driver who had halted his team near the curb, take some handfuls of oats from the nosebags under his wagon and throw them on the asphalt. In a few seconds some thirty pigeons had flown down from the eaves of the Garden to enjoy the meal spread out for them.

"Just at this moment a big automobile came racing down the avenue and, without slacking speed for an instant, drove straight through the flock of birds, which took wing hurriedly in all directions. As the auto shot out of sight I saw a few feathers on the street, and a second glance disclosed a pigeon trying to limp away, but too dazed and apparently hurt to really move.

"In another instant another big auto came rushing down the avenue, but the driver (he looked more like an owner than a chauffeur) threw on his brakes and brought his machine to a dead stop a few paces from the injured bird.

"Then the truck driver, seeing what had happened, left his truck and, stooping down, passed his fingers as gently as any nurse under the wounded pigeon and carried it away to the sidewalk and safety. Not until then did the second autoist go on.

HUNGERFORD SPOONER."

*To the Chairman of the Committee of the Whole:*

Kindly tell me if you think it unwise to use the Gifts and Occupations in the Kindergarten Sunday School? Are they too material?

S. H. T.

It has happened more than once that a cashier who was a rapid and accurate accountant, trained to be an expert in figures, has defaulted, with cash in hand, dishonest to the core. Those who trained him to exactness in mathematics had somehow failed to instil in him a love for truth and fidelity as such, although mathematics should develop a profound reverence for truth. So with the Froebelian materials. They may be employed so as to train the senses and the intellect primarily; or they may be used so as to impress the spiritual side of the child's nature.

If the Sunday School period be short (for an hour or a little over) it is well to omit the Gifts and Occupations and confine the attention to prayer, conversation upon incidents of the past week, song, stories, occasional dramatic action, and the giving of the pennies according to some of the later methods which train the child's sympathetic judgment. Each of these may be made a means of appeal to what is highest in the child nature.

There is a time for all things, and although all days should be in a sense holy days, and the day kindergarten is really addressed to every side of the child, body, mind and spirit, yet we like to make Sunday the very best day of the week, and so reserve for it those things which belong to the noblest self. Being made of material things some incline to think the Gifts and Occupations not quite suitable for use in Sunday kindergarten to which we do not altogether agree.

If the period be a *long* one, it is possible and desirable to introduce the games and occupations in such a way as to minimize their appeal to the intellect and emphasize their possibilities for illustrating and developing stories of kindness, courtesy, heroism, good cheer, obedience, reverence, and a sense of God's power and goodness. It is not the thing itself so much as the way it is used, that makes it a means of grace.

## CRITICISMS OF THE PUBLIC SCHOOLS.

Current criticisms of the public school are discussed in a report just issued by the United States Bureau of Education. Among other things, the contention that the "three R's" are neglected in the modern school is answered with the emphatic statement that "the three R's are better taught today than they were 50 or 60 years ago."

We frequently hear that there are 'too many subjects,' 'too many fads and frills,' and hence neglect of the three R's," says the report. "The critics who utter this sort of criticism seldom agree on exactly what the fads and frills are, but they invariably look back to a golden past when the so-called 'fundamentals,' reading, writing and arithmetic, were taught in such a way as never to be forgotten. As a matter of fact, the system of today is immeasurably ahead of the school system of the past. The growth has been steady. Whatever may be said against the enrichment of the course of study; its 'fads and frills,' the contention that the essentials, so called, have suffered in comparison with the past, falls flat."

In discussing current criticism generally, the report finds that much of the criticism of the public schools of today is due to a marked change in the purpose of public education. "The charge of a curriculum 'behind the times,' and the demand for vocational subjects, represent no call for different school subjects as such, but a complete transformation in the idea of what the public school should do.

"Those who criticize the bookish curriculum of the public school, whether elementary or high school, are really striving for what they conceive to be the changed purpose of education. To reach all the children of all the people with the kind of training that will make them not merely intelligent in respect to things that are in books, but will equip them directly for the kind of life, economic and social, which they will lead when they leave school; while those who oppose the innovations do so because they do not concede this broader, though apparently more specialized, purpose."

### Salt Lake City.

The annual election of the Salt Lake Free Kindergarten and Neighborhood House was held at the house, 752 West First South street, April 2, resulting in the choice of the following officers for the ensuing year: President, Miss Georgiana Webber; first vice-president, Mrs. W. C. Alexander; second vice-president, Mrs. Simon Bamberger; secretary, Mrs. Frederick Steigmeyer; corresponding secretary, Mrs. W. H. Foster; treasurer, Mrs. Martha Watson; auditor, Mrs. F. L. Oswald. Thirteen directors were also elected for two years, and three directors for one year each. Mrs. Selden I. Clawson retires from the presidency of the Free Kindergarten and Neighborhood House, after occupying the place two years. During this time the Neighborhood House has been built and paid for and placed on a flourishing basis. Mrs. Clawson still remains on the directorate of the institution.

Enlisted men in the American navy serve as teachers in the Island of Guam.

## What Happened in the Glass Palace.

By SUSAN PLESSNER POLLOCK

Gotha, Germany

So now Mickerchen was gone and the Glass palace stood empty in Grandma's room. "If only some one lived in it once more," the children wished, but a mouse could not live there again and in the pond in the wood, there were no goldfish, for Nickse the Glass palace was too small, so who should move in? Gertrude was playing in Grandma's room alone one day, when suddenly she heard a rustling on the table where the Glass palace stood and mouse hopped on to the table, but not alone, he carried on his back a magnificently dressed rider, the tiny Mr. Pessumehr from the play room at Lerum. Ah! he rode finely! Mouse made a fine grey pony, he pricked up his ears and squeaked as little mice do, that was meant to be the whinnying of a pony. Mister Pessumehr looked almost like a little tin soldier, he wore a shining gold helmet on his head, also a red velvet cloak thrown over his shoulders; he had a sabre in one hand, a riding whip in the other, he rode three times around the Glass palace looking for a place to enter, then, because he could not find any door, he stood up on Mouse's back and knocked with his riding whip three times on the glass wall of the palace, everything remained quiet. Gertrude, who knew that nobody could answer, because no one lived in the Glass palace, wanted to speak and explain how it was, to the little gentleman from Lerum, she wanted to step nearer to greet her dear Mouse and her little friend, but she could not say a word, or move a step, for her lips staid pressed fast together, her feet seemed fastened to the floor, but Gertrude was not a bit troubled about this; if she could not talk, well, she could be silent; if she could not go, well, then she could stand; what she was seeing was wonderful and interesting. I am living a sure enough fairy story she thought, delighted. The tiny Mr. Pessumehr now rode several times more around the Glass palace, knocked several times again with his riding whip on the glass wall and called in a delicate fine voice—"A stranger rider asks to enter, is no one there who might open the door?" As again no answer followed. Mister Pessumehr sprang down from his horse, hurried to the Grandmother's knitting materials, which lay on the table, drew out a long knitting needle, dragged it along behind him and stood it against the glass wall of the Palace like a ladder; with the greatest skillfulness he now climbed up the knitting needle ladder and swung himself inside the Palace. "Oh!" Gertrude wanted to say, but her lips remained closed. Mr. Pessumehr stood inside the bright palace building and looked around him, well pleased.

"A delightful Castle," might he well have thought, and he took his velvet cloak from off his shoulders, spread it out and laid himself down on it. Then he clapped his hands and a large number of serving men in livery such as those who lived in the Castle at Lerum where Mr. Pessumehr lived, appeared. Every one climbed up the ladder and then stood directly afterward, before the small commander. "Yes, that must be a fairy story," thought Gertrude. The tiny Mr. Pessumehr gave out his orders. "Put this Palace in order,"

he said, "and before anything else, bring my wife here." The servants hurried away, Mouse followed them. It was not long before a carriage came rolling along, a charming little equipage with Mouse for the horse and in the carriage set, on red velvet cushions, Madame Pessumehr.

A small servingman who had sat beside the coachman on the driver's seat (box) sprang down, opened the carriage door and Madame Pessumehr stepped out. She greeted her husband who looked down at her thru the glass wall of the Palace.

Now Madame Pessumehr was to climb up the ladder. Climbing, was not a speciality of Madam Pessumehr's, she had never learned gymnastics, neither could Gertrude do gymnastic feats and greatly wondered, when August, her Godmother's son, did his gymnastic tricks, she would willingly have sprung and lifted Madame Pessumehr into the Glass palace, but she could not move.

Mr. Pessumehr clapped his hands again. When all of a sudden, a big spider let itself down from the ceiling; it hung on its thread as if it were a strong rope. Before madam Pessumehr it stopped and made a deep bow of greeting.

A funnier bow, than that of the spider, Gertrude had never seen; she wanted to laugh, but she could not.

Madame Pessumehr climbed upon the spider's back, and now the spider climbed its rope again with its burden and then let itself down into the Glass palace. "Yes, surely this whole comedy must be a fairy story," thought Gertrude full of delight. While Mr. and Mrs. Pessumehr greeted each other, the spider climbed up its rope again, out of the Glass Palace and up to the ceiling.

The little men in livery, then went very busily to work putting things to rights. Mouse however drove away but returned shortly with a large number of little tables and chairs, and cupboards. Oh, dear! the room door opened, and kitty sprang in, she jumped on the table, the little carriage fell over; she was just going to pounce on to Mouse, when Gertrude with a loud scream woke up, and there stood Grandma beside her and asked.

"What is the matter with my child?"

"Oh! the cat and the poor Mousey," answered Gertrude.

"Nothing has happened; sleep quietly again," said Grandma, and surely enough, nothing had happened.

The room was quiet dark, Gertrude had been asleep on her little couch, and dreamed the fairy story.

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Of 1,100 cases of removal from country to city personally investigated by T. J. Coates, supervisor of rural schools in Kentucky, more than 1,000 were caused by a desire for better school, church and social advantages.

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Marked progress in Alabama high schools is reported to the United States Bureau of Education. In 1908 there were 50 high schools, few of them with courses of more than three years in length; now there are 132 institutions doing high school work, all but 14 of which have full four-year courses.



THE PUMPKIN-BOY.

By MARY ELLASON COTTING

When the warm summer sun and rain were making the trees, grass and flowers grow there was a green ball on one of Farmer Clovertop's pumpkin vines.

"That's going to be a prize pumpkin some day," he said to himself. "I think it will make the nicest kind of a Thanksgiving pie, too."

All summer, and in the first fall days the green ball grew larger and larger; and, by and by, instead of keeping green, it turned to a beautiful orange color.

As it grew very bright-colored, Farmer Clovertop said, "It's almost time to take it off the vine." Each day he watched, for he knew that Jack Frost would soon be around, and that, unless he was very careful, Jack might nip the pumpkin. Then there would be no fine Thanksgiving pies!

One bright day in October Farmer Clovertop took his big knife and cut the strong pumpkin stem off the vine, and put the pumpkin into the wagon with a great many more pumpkins and drove to the shed.

All the pumpkins were soon in a pile by the door and covered with a thick covering; for by this time, you know, Jack Frost was about almost every night.

The next day Farmer Clovertop took off the covering because it is good for pumpkins to have the sun shine warm upon them after they have been cut from the vine.

Well, just after the covering had been taken off something funny happened. Joe, the farmer's little boy, came along and looked at the pile. When he saw the fine pumpkin he took it up and said, "Oh, we'll have a jolliferous time with this," and off he went to the barn where there were some boys who were going to play with him.

How the boys danced about and shouted when they saw the pumpkin! "Oh, won't we have fun!" they cried out: "let's make it now."

So they took out their jack-knives, and on one side of the pumpkin they made two holes for eyes, an up and down opening for a nose, and a slit for a mouth with the queerest looking teeth in it.

Poor pumpkin wondered what would happen next. He had not long to wait; for when the boys had taken out the seeds they went to Joe's mamma for some money with which to buy a candle. Instead of money mamma gave them a nice candle and helped them to fasten it inside of the pumpkin, so that when it was lighted, you might have thought that pumpkin was a real, truly boy laughing at you!

When night came Farmer Clovertop went to cover his pumpkins and saw that his big, big one was gone. He laughed softly to himself, because he thought he knew what was going to happen after it grew dark. You see, he had promised Joe that he should have a pumpkin party, and he felt very sure that his great pumpkin had gone to the party.

After supper, when he was reading the newspaper, and Mamma Clovertop was mending, there was a great noise in the yard. Tom, Joe's little brother, went to the door, but came back quickly. He was so frightened his head, out on the steps making faces."

ened he could hardly tell that there was an "awful horrid Chinaman, with a tail sticking right up top of his head, out on the steps making faces."

"We'll go and see," said Mamma Clovertop.

"I'll go, too," said papa. "If its a Chinaman I must find out what he wants." So they all went out on the steps; but there was nothing there.

"Oh, there he is! He's coming, he's coming!" little Tom cried. Sure enough, he was coming. But it wasn't a Chinaman at all; it was only a jolly Jack-o'-lantern. Joe coaxed Tom to play too, for it is great fun to play Jack-o'-lantern. Soon all the neighbors' girls and boys came to share the sport. Farmer Clovertop helped to build such a big bonfire of cornstalks, boughs and dry hemlock branches! What fun it was to hop and jump, and shout and dance around the crackling, blazing fire.

Pretty soon the boys were trying to pull from the coals the bursting apples which Farmer Clovertop had hidden there to bake for them!

All the while the pumpkin-boy looked and looked, and laughed and laughed, and made everybody else laugh, because of his funny, funny face!

When eight o'clock came, pumpkin-boy's candle had burned out, and he had been put away in the shed, and all the children had gone to bed to dream about the Jack-o'-lantern party.

Before reprimanding a child, if such a course seems actually necessary, be very certain:

First—That the child knows exactly what you want him to do.

Second—That he knows how to do or to undertake to do that which you request of him.

Third—That the child is not incapacitated by fear of displeasing you from making a start in the right direction.

All children should be carefully tested for defective vision and hearing.

CURE FOR DISORDER.

Did you ever try chalking disorderly desks after school? A large cross on the top of such desks when all understand what it means, does more toward the keeping of orderly desks than dozens of lectures.

WAS IT YOU?

By Laura Rountree Smith.

A little girl sang a song at play,

A little girl helped mother all the day,

A little girl smiled as she worked away,

Was that little girl you?

A little boy said, "Boy Scouts are strong,"

A little boy worked the whole day long,

A little boy whistled and sang a song,

Was that little boy you?

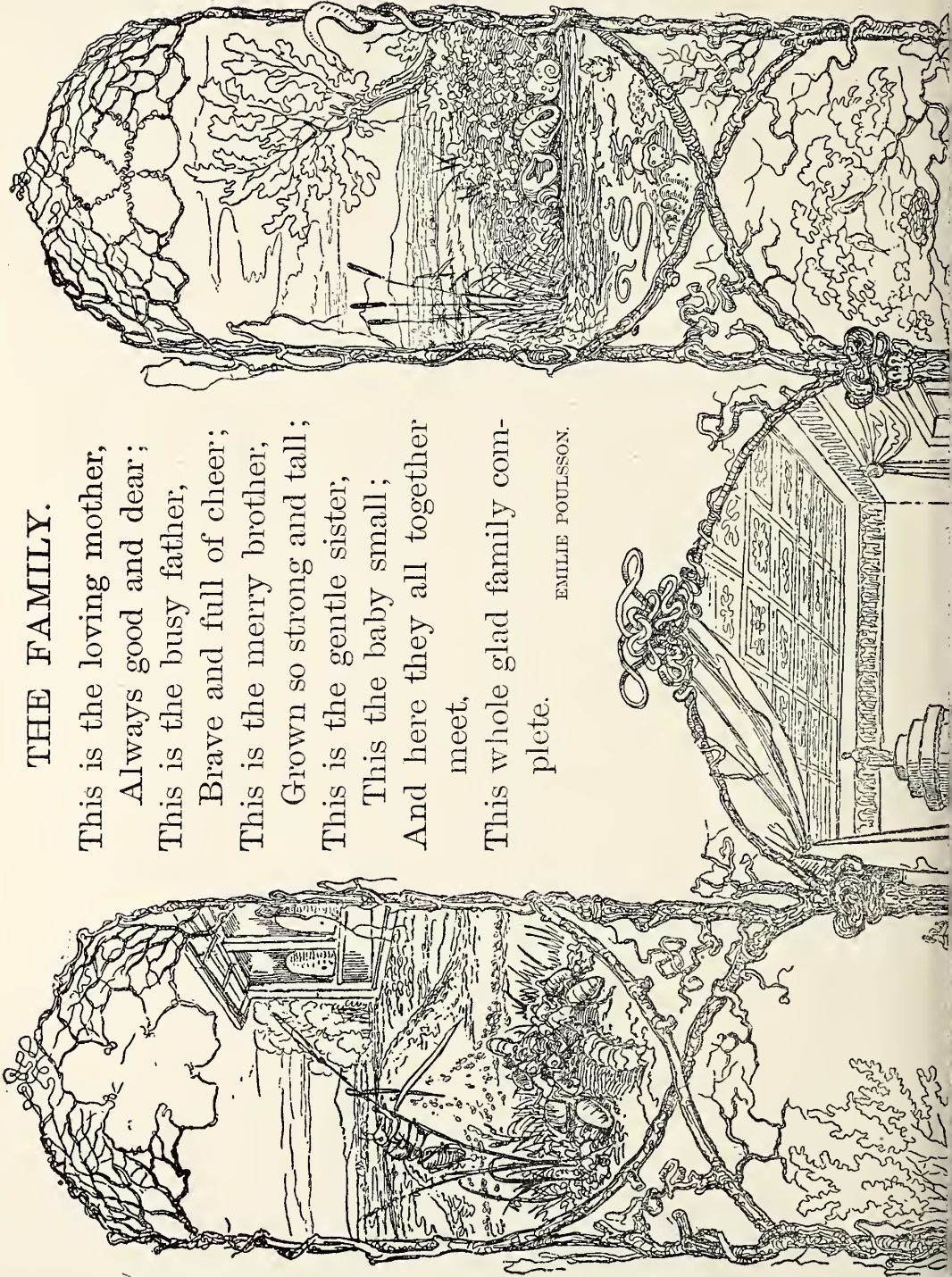
The successful teacher understands that he must educate the parents of the community as well as the children.

Undertake not what you cannot perform, but be careful to keep your promise.

## THE FAMILY.

This is the loving mother,  
Always good and dear;  
This is the busy father,  
Brave and full of cheer;  
This is the merry brother,  
Grown so strong and tall;  
This is the gentle sister,  
This the baby small;  
And here they all together  
meet,  
This whole glad family com-  
plete.

EMILIE POULSSON.





## MOTHER PLAY PICTURE

“THE FAMILY”

KINDERGARTEN-PRIMARY MAGAZINE, October, 1913.

NOTE—This picture can be easily detached, and placed on the wall, or otherwise used in the kindergarten room.

# NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

By Laura Rountree Smith



(SHOWING SUITABLE COSTUMES)

## HAPPY FARMERS.

(Two little children enter, lean on their hoes and recite.)

Girl. It is a pleasant time to play,  
Upon the little hills of hay.

Boy. Come then and put the hoe away,  
And we will have a holiday.

Both. We are little farmers in October,  
And our work is almost over,  
Then put away the rake and hoe,  
October days have come you know!

(These two children face each other and hold up hoes touching, other children dressed in similar manner enter, and march under the arch they make as in "London Bridge." The pianist plays "Happy Farmer," Schumann.)

The children stand in two lines, march forward and back, return to places, march forward and back, and on opposite sides. They all hold hoes up on shoulder, recite and sing.)

All. The little farmers used to hoe,  
Planting the corn in even rows,  
But gone is summer's holiday,  
Come then and put the hoe away!

## SONG.

Tune, "Yankee Doodle."

1. (Boys sing.)

Oh we are merry farmer boys,  
Upon our way we're going,  
And why we like to make a noise,  
There is no way of knowing.

## CHORUS:

Sing a song then, girls and boys,  
Harvest time is over,  
Sing a song then, girls and boys,  
It is glad October.

2. (Girls sing.)

Oh we are merry farmer girls,  
And our new hoes we're bringing,  
We always like to help the boys,  
And join them in their singing.

CHORUS. (March off.)

## THE BIRDS.

(The children representing Birds go up in front of the room, the other children go and stand in a line facing them. The Birds wave arms as tho ready to fly from time to time and when ready to leave).

The Birds (in concert):

The birds will fly away,

All:

Good bye, good bye, good bye.

The Birds (in concert):

We wish you all good day,

All:

Good bye, good bye, good bye.

1st Bird:

I am Robin Red-breast, I love to sing.

All:

Good bye, Robin, come back in the spring.

2nd Bird:

I am Oriole, see my hammock-nest swing.

All:

Good bye Oriole, come back in the spring.

3rd Bird:

I am Bob-White, hear the echoes ring.  
(Bob-White, Bob-White, Bob-White).

All:

Good bye Bob-White, come back in the spring.

4th Bird:

I am a Blackbird, soon I'll be on the wing,

All:

Good bye, Blackbird, come back in the spring.

5th Bird:

I am Meadow Lark, merry songs I sing,

All:

Good bye Meadow Lark, come back in the spring  
(All but Sparrow run to seats, waving arms.)

6th Bird:

I am little brown sparrow,  
I think I will stay,  
If you'll throw me crumbs  
On a cold winter day.

All:

We'll throw you some crumbs  
From our window each day,  
Brave little Sparrow,  
We hope you will stay.

**Columbus Day Greeting.**

(Boy with Spanish Flag) :

The Spanish flag of yellow and red,  
I hold high above my head.

(Girl with tambourine) :

Tinkle, tinkle, tambourine,  
Spanish maidens so are seen.

(Boy with American flag) :

The American flag, red, white and blue,  
We will wave as a bonnie banner too.

(Girl with white flag) :

I gladly wave a banner of peace,  
For friendship of nations, when war shall cease.

(Spanish boy and girl) :

Tinkle, tinkle, we will dance prettily,  
Spanish children from over the sea.

(American boy and girl) :

We will extend our hands to you,  
For Columbus of fourteen hundred ninety-two.

(All joining hands) :

With flags of many colors,  
And tambourines so gay,  
We bow to you in greeting,  
Upon Columbus Day.

**Milk-Weed Babies. .**

(The children stand up and go through appropriate motions.)

Milk-weed babies, milk-weed babies,  
Flying high and low (wave arms up and down).

Milk-weed babies, milk-weed babies,

Tell us where you go!

Up and down and all around,  
We'll float softly to the ground (stoop down).

Milk-weed babies, milk-weed babies,  
Breezes softly blow,

Milk-weed babies, milk-weed babies,

Rocking to and fro (wave arms right and left)

Rock the cradles, quiet keep,

Milk-weed babies go to sleep (nod heads).

**COLUMBUS DAY.**

Columbus sailed across the sea,

In fourteen ninety-two—

But he was once a boy at play,

As small as I or you!

Columbus Day we celebrate,

As we have done before;

Glad October brings to us,

Columbus Day once more!

**NUTTING TIME.**

Come girls and boys, 'tis nutting time,

And skies are bright and clear;

Oh we will go to the merry green woods,

For October days are here.

**An October Scale Song.**

Merry, merry, glad October,

All the leaves are turning red;

Merry, merry, glad October,

Squirrels chatter overhead.

The Kindergarten Review has the following relative to the I. K. U.:

Some lines of interesting work are being planned by the Executive Board of the I. K. U. New committees have been created, and to them has been intrusted the task of carrying on inquiries concerning the status of various phases of kindergarten practice, and reporting the result of such inquiries at the next convention.

One of the new committees is to survey the realm of Graphic Arts with a view to ascertaining what principles and practices are prevailing throughout the country. The committee may be able to offer suggestions with regard to methods that seem most worth while, and thus render to the body of kindergarten teachers the double service of investigation and construction.

Another committee is to take charge of Music, following the usual course of procedure, i. e., survey first, constructive work second.

A third committee is to concern itself with the general topic of Child Study, and a sub-committee will particularize in Health.

The work of these three committees as tentatively sketched promises to meet needs of which kindergartners are growing more and more conscious. There are still many unexplored regions in child education, and kindergartners are assuredly the people best fitted to undertake expeditions into the unoccupied fields.

The Froebel Monument Committee, with Miss McCulloch of St. Louis as chairman, bids fair to be exceedingly busy. Already money that was pledged and money that was not pledged has been sent to the treasurer for the monument fund, and the outlook is most encouraging.

The membership of the committees is not entirely made up yet. The names will be announced as soon as possible.

It is interesting to note that during the last few years the advance steps in the progress of the I. K. U. have been in the direction of extension, of affiliation and co-operation with other organizations whose aims are educative and formative. Such affiliations are increasing the strength and broadening the sympathies of the Union. Now, the indications are that a period of intensive work is setting in, and those who are watching the signs of the times are expectant of still greater measures of outer expansion and inner development.

The Chicago Kindergarten Institute, which just closed a most successful year, enters upon the coming year with indications that it will be the best in its history. Mrs. Mary Boomer Page, President of the I. K. U., is one of the directors of this institute.

That the country church can and ought to lead in the campaign for better elementary public schools, for larger school revenues, for more enlightened ideals of school efficiency, for larger enrollment, better attendance, and less illiteracy in the rural regions, is declared in resolutions recently adopted by a conference on the country church.

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

## THE KINDERGARTEN OCCUPATION OF CUTTING AND MOUNTING

By JENNY B. MERRILL, Pd. D., New York City

Perhaps there is no more pleasing occupation to children than cutting with the scissors. It is an occupation somewhat related to drawing.

Cutting to the line is mechanical, cutting freely is creative and may become artistic. Both methods are good in their place and both are being used in the kindergarten and in the primary school.

The mere use of a tool is educative. "Man," says Carlyle, "is a tool-using animal."

Animals use parts of their own body as tools. The bird its beak, the mouse its teeth, the carpenter bee has a sawing appendage. Man can use his hands and his teeth as tools, but he has conquered the universe of matter by making tools outside of himself.

I call attention to this great truth because I want every teacher to realize that it is an important matter to introduce even as familiar a tool as a *pair of scissors* into the schoolroom. The very effort to coordinate the muscles of eye and hand to work together is worth while.

Much is being written these days about educational values. "What is worth while" is an important question in life everywhere.

Perhaps we have taken too much for granted in the schoolroom. Even the child may be led gradually to consider "value" in his everyday tasks.

He must be shown that some values are more remote than others, and must gradually be led to look forward, but the little child lives in the present, and he loves to cut just to *cut*. So that the first cuttings will be and should be very crude, just for exercise, and yet a purpose may soon be decided upon, an aim set before the cutting begins.

We have found the following order practical and helpful to many beginners:

1. Snipping (if child is very young).
2. Cutting out forms and trying to find what they look like.
3. Fringing (napkins, towels).
4. Cutting strips freely without guiding lines (for chains).
5. Deciding to cut a particular object, and trying until some semblance to the object appears (cutting with an aim).
6. Cutting to the line (as scrap pictures) for a scrap-book.
7. Folding and cutting on the crease (dictation, for constructive work).
8. Cutting scenes to illustrate stories.

It is not necessary to work any great length of time under one of these headings before proceeding. The

different kinds of work may be alternated, but it depends to some extent upon the age and ability of the child. Some children come to school who have never been permitted to use a pair of scissors; others have handled scissors at home for a year or more. Study the individual child and give much freedom in this occupation. There must be a good deal of "auto-education" as Dr. Montessori calls it, in rural schools, and certainly it applies in this occupation. Let each child practice and advance from one point to the next as rapidly as he can. Give a suggestion when necessary, but "we learn to do by doing" as Comenius tried to teach us so long ago. Children surely learn to cut by cutting. The tools and materials for cutting are simple. We recommended them in an article on supplies last June. Hence we hope there are a few pairs at least of *blunt* scissors in the cupboard and bogus or manila paper in plenty. However, any paper, even newspaper, is good for cutting, as many a mother can testify. The stiff bogus or manila and occasionally the more expensive colored strips, squares and circles should be used. Children cannot cut limp paper as easily as stiff paper.

What do the children tend to cut. They cut furniture, dishes, toys, wagons, dolls, animals, cars, workmen's tools, fruits, vegetables, flowers, trees, hats, garments of all kinds. Ships and trolley cars come out finely when they are familiar objects in the child's environment.

The child cuts at first as he draws, from the *image in his mind*, and so to succeed must cut outlines of objects well known. Later, he may have patterns.

The cutting becomes instructive in a new sense when the child can trace outlines of leaves and cut them out, when he can cut out animals from patterns, and so trace their form and become more conscious of their parts.

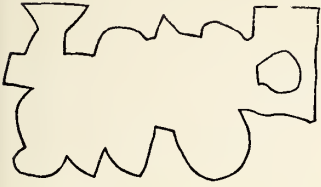
The early cutting as under headings 1 and 4 is comparable to scribble drawing of which we have written. While doing it, the child gets control of the tool.

Cutting under 3, 4, 5, 6, 7 and 8 is more difficult and may be made progressive. A few suggestions under each heading may aid beginners who have had no definite kindergarten training.

(1.) The snipping of little pieces gives strength to the fingers and does not discourage the little beginners. They must be led to keep the "snips" together and it pleases them to load a box or fill a bag with them. One kindergarten used them to fill a pillow in a doll's house, thus in the very first step giving a sense of *use* to what was produced.

(2.) Accidentally a child cuts out a form, and calls out, "Oh, see, I have made a bird." He sees a re-

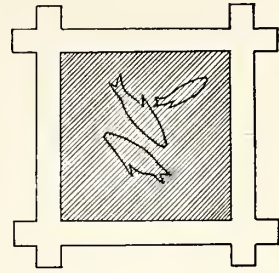
sembling. It should be imitative at first. The teacher takes an oblong piece of paper and says, "I will fringe one end and then the other for I am making a little towel for dolly."



Engine—Free cutting by a boy of five.

Camel—Cut on the line—Strip pasted on back so animal can stand up.

semblance and this may be made a starting point towards a higher step, as 5. The teacher may say, "See if you can cut out another bird." Very likely the second will not be as successful as the first in actual result, but it is a step higher because the child started with a purpose. The first bird was only a haphazard cut. If the child cannot succeed, do not press the



Fishes cut by children and mounted on transparent paper, used as a picture with stiff cardboard frame, fish showing through the transparent paper. Pollywogs or pressed flowers, etc., can be treated in this way.

Now you make a good many little towels.

Under this heading, a comb may be cut as the cuts will be similar to fringes. Also a brush. Later, feathers and pompons for a soldier-cap or epaulets to dress up in playing soldier. A piece of paper may be fringed and rolled up to make a brush or a broom.

(4 and 6.) Give a child a colored square to cut into strips for chains. Cut a few strips off for him so as to suggest the width and how to do it. Never mind if the child cuts the strips irregularly at first. Let him use the best for the chain whether well done or not. Improvement will soon appear as the child will want a nice chain. His aim helps him to succeed. Purpose controls and raises the work to a higher plane always.

After a time the child may be given old illustrated papers or magazines or possibly advertisements and led to cut out pictures for scrap-books. Never mind if he cuts into the picture at first.

It is quite difficult to follow an outline with the scissors at first.

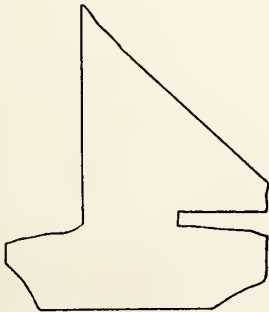
Too close work in this direction is trying to the child's eye. I have found it helpful to let him cut out his own drawings before giving him good pictures. This is also an economical way of using paper twice.

The children after cutting may also color some of the forms, thus again using the paper in two ways. Very good cuts may be mounted, and in the case of leaves and fruit, they may be repeated, thus leading to a border design. Even the advanced primary grades will profit by this work. Very pretty center designs may be secured by drawing a leaf upon a folded square. (See illustrations). The children should name



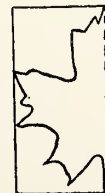
Giraffe—Cut by a child.

point. Let him practice in getting further accidental resemblances. Or, it may be a little initiative work will help. Shall I cut out a bird? Watch me. I will begin at his head.



Free cutting by a kindergarten child interested in boats.

(3.) Fringing may follow quite closely upon snip-



Leaf drawn on folded square



Leaf and Border—Cut by child.

the leaf. When leaves are in season, collect, trace, cut them and also color them. Conventionalized flower patterns may be used in this way with good effect.

Children will be able to cut out butterflies too as a design.

7. Folding and cutting to the crease is in accordance with much of the old-time kindergarten work. As the children advance, some of it may be given but it is not used to the extent that it is to be found in the old guide books. A few folds and cuts are given as a suggestion. Both squares and circles may be used for such work. After folding, creasing, and cutting, the pieces are arranged by the child into designs and mounted.

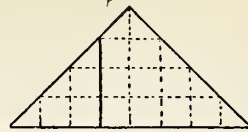


Fig. 3.

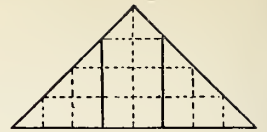


Fig. 4.

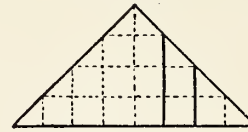


Fig. 5.

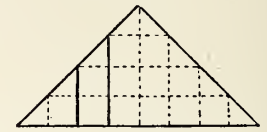


Fig. 6.

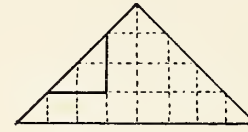


Fig. 11.

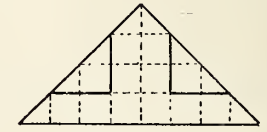


Fig. 12.

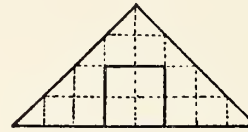


Fig. 13.

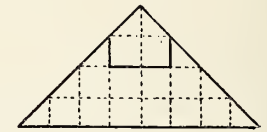
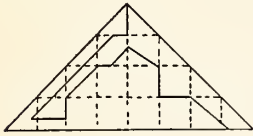
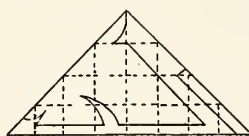


Fig. 14.



A—Leaf



B—Butterfly

Illustration A shows the folded form to produce a leaf design by cutting on the heavy lines. Illustration B shows the folded form to produce a butterfly design by cutting in a similar manner.

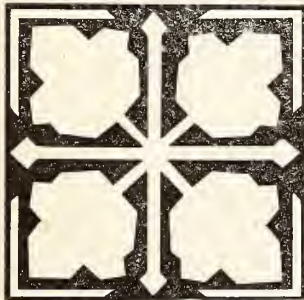


Fig. A 1

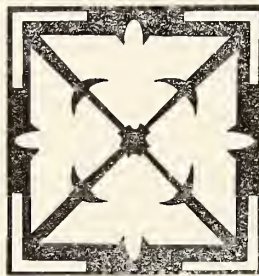


Fig. B 1

Illustration A 1 shows the leaf form after cutting and mounting and illustration B 1 shows the butterfly form cut and mounted.

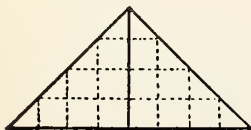


Fig. 1.

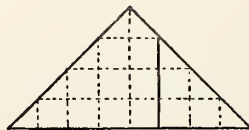


Fig. 2.



Fig. 5 a.



Fig. 12 a.

Figures 7 to 14 inclusive show manner of folding for cutting (on the heavy lines) to produce various interesting forms, numbers 5 and 12 of which are shown by illustrations 5a and 12a.

Now we use cutting to the crease as a part of constructive work. It requires dictation at first. A child folds a square so as to show sixteen smaller squares, cuts into the corners, overlaps them, pastes and has a little box or basket if a handle is added. (See illustration).

8. In cutting out their own drawings, it may occur that a child having drawn a horse and wagon, cuts them out together. This gradually suggests cutting out united objects, as for example, a flower pot with a flower growing in it. This becomes a very fascinating occupation in the advanced grades. Children are often able with practice to illustrate simple stories as "Jack and Jill," or a fairy tale which has interested

PUBLISHER'S NOTE—By request of the author several of these illustrations are taken from the Jubilee Edition of *Paradise of Childhood*, published by Milton Bradley Company, Springfield, Mass., and edited by Dr. Merrill.





This little pig went to market,  
This little pig stayed to home.



Jack and Jill



"How do you like to go up in the swing?"

them. Judgment must be exercised as to the extent of such work. Its value depends in great measure upon the interest it arouses. A teacher who can cut well herself inspires her class. Pupils learn much by imitation, and may be led on to free creative work of their own. This is the goal.

The children may cut out several pieces to illustrate the work of the carpenter, the blacksmith, or any trade that interests them and mount them so as to make a picture.

In "The Kindergarten," a book recently published as a report of the Committee of Nineteen of I. K. U., Miss Elizabeth Harrison suggests a simple but comprehensive outline of method which can be used in this occupation as in all others. She says on page 299, "the child's work must be an expression of his own yet he is best led to free expression thru

(1.) Experimental or "undirected" use of the material, and

(2.) Guided or *directed* use of the material in order that he may use it in the best way and learn both its limit and its possibilities; then

(3.) His creative or *self-directed* use of it.

Another helpful outline of method is as follows:

1. *Free experimenting* with a new material by the child to see what he can do unaided. This gives an opportunity to get acquainted with some of the principal qualities of the material.

2. *Suggestion.* Would you like to make this or that? Try to cut out a table, a house, an apple.

3. *Imitation.* Would you like to see how I cut out a little pail, a chicken, a butterfly, etc.? This is the way. Watch.

4. Dictation. (See point 7).

5. *Free, creative work*—Make anything you please.

Once I asked a little boy what he liked best in kindergarten. His reply I have never forgotten. It was, "When the teacher said, make anything you please."

#### MOUNTING.

After cutting, it is sometimes well to mount the cuts but there should be far more cutting without mounting.

Papers cut by dictation to produce certain designs need to be mounted. Sometimes these should be of two colors selected to harmonize. Tints and shades are used to impress tone in color as a tint of green may be mounted on a shade of green. Such beautiful tints and hues are now furnished that very pleasing effects may be secured.

We have already referred to mounting in scrap-books. Sometimes cuttings bearing upon a given subject are mounted for special holidays, as fruits and vegetables for a harvest scrap-book—Flowers; birds; bees; butterflies for a spring scrap-book—the tools of the carpenter and some of the things he makes; similarly other trades.

A very interesting child's scrap-book may be planned in which each page represents a different room in the house, as kitchen, parlor, etc.

Children love to paste. Indeed, the use of the brush, or even a little stick to apply the paste, is really practice with another simple tool. Judgment is gradually acquired in using paste and in forming habits of neatness. It is a practical exercise, valuable in some later phases of industrial work.

Give the children practice in mounting a postage stamp neatly and in the right upper corner of an envelope with a margin around it.

#### SOME STORIES WHICH MAY BE TOLD IN OCTOBER.

Little Red Hen (harvest).

The Crane's Express (flight of birds).

Billy Bobtail (humor).

Little Red Apple (tree life, harvest).

The Anxious Leaf (fall life).

Chestnut Boys (nutting time).

Benny's Sunshine (home life).

The Runaway Sheep (animal life).

The City Mouse and the Country Mouse (fable).

Froggy's Adventure (animal life).

#### Lowell, Mass.

Steps are being taken to establish a kindergarten in the vicinity of Lincoln school.

#### Plainville, Conn.

The attendance at the kindergarten in the local schools has been so large since the opening of the fall term that the teachers are experiencing some difficulty in accommodating all the children in one room. The attendance at all sessions this week has been over sixty-five, a substantial increase over the last term. Extra chairs and benches have been transferred to the kindergarten from other rooms to accommodate the newcomers.

Words:-  
Elsie Louise Favr.

# The Clock.

Music:-  
Edith Margaret Eichbauer

Hear the clock sing all day long,  
So the clock tells all each day.

Tick tock, tick tock, tick tock, tick. If we lis-ten to its song, tick tock, tick tock, tick tock, tick.  
Tick tock, tick tock, tick tock, tick. When its time for work or play, tick tock, tick tock, tick tock, tick.

We shall learn to rise and keep time to eat, And be prompt in all we do, tick tock, tick tock, tick tock, tick.  
Time to rise and time to eat, time to go to dream-land sweet, tick tock, tick tock, tick tock, tick.

Tick tock, tick tock, tick tock, tick.  
Tick tock, tick tock, tick tock, tick.

Copyright - 1913.

## Centers..

Some Simple Suggestions  
for Ring Laying. Also  
for Stick and Ring Lay-  
ing Combined.

1 2 3 4 5 6 7 8 9 10 11 12 13  
Centers..

14 15 16 17 18  
Borders..

19 20 21 22 23

1

### The Effect of the Scientific Spirit in Education upon the Kindergarten in Relation to Materials.

LOUISE ALDER, EMPORIA, KANS.

Froebel's followers adopted the kindergarten just as he had left it, accepting as final and authoritative work that he had regarded as tentative only. In their hands it became a fixed and static institution, based upon Froebelian authority. "The Gifts and Occupations" formed a logical and progressive series of geometrically related materials, every one of which was essential to every other and to the whole. The "traditional kindergartner" used this series as an "alphabet of form" by means of which the child "might learn to read all material objects and acquaint his mind with the general properties of matter." These materials were considered of independent worth, and so held a place of isolation in the kindergarten program.

The modern, progressive kindergartner is no longer a slavish follower of tradition. She has caught the scientific spirit with the questioning attitude, and the experimental method. She is paying careful heed to the latest teachings of Pedagogy, Genetic Psychology and Child Study, and is seeking to modify and reconstruct her program in harmony with these. Child Psychology has led her to see that the gifts and occupations, are in their organization more logical than psychological, that the little child is incapable of grasping definite logical connection within materials, that to be real to him subject matter must become a part of his own social experience, that children of four and five have only a slight interest in such abstract qualities of material as form or color, or in purely aesthetic expression; it is what they can do with a thing, how they can use it in a life situation that is their absorbing interest.

The progressive kindergartner does not regard the gifts and occupations as a series of material value and worth in itself. Certain of the gifts and occupations, however, she holds in high esteem because they stimulate and satisfy in the child valuable instincts and impulses which are seeking expression. The kindergartner must study each child and try to furnish him with materials which will satisfy his present need, and will lead him on to the next step in his development. This will lead her to study each separate material in order to determine its special function and value in organizing activities. Thus we find her eliminating some of the Froebelian gifts and occupations, placing special emphasis upon a few, and adding materials not included in the orthodox sequence.

In a constantly changing society we cannot expect to find a perfect set of materials or method adapted alike to all children and all times. We can hope to make at best only a temporary adjustment. As the arts and sciences evolve and the conditions of social life change, the kindergarten must modify and readjust its processes, materials and methods to keep pace with the intellectual and social evolution. Our problem is to find a practical and satisfactory balance between the relatively fixed and the relatively changing, preserving what is worth keeping, always doing so in such a way as to allow process, producing change, yet with the minimum of destruction.

### ANNUAL MEETING OF A NEW YORK KINDERGARTEN ASSOCIATION

At the annual meeting of the New York Public School Kindergarten Association in June, Mrs. North, the president, read a brief report of the work done by the retiring executive, not explaining the work, but mentioning the different things undertaken by the executive body and members of the association—as follows: The work falls under three heads namely:

Educational.

General Business.

Social Life.

Under the educational work there were four lecture courses given, including twenty-eight lectures. We refer with pride to the list of those who have addressed us, no more representative group could be found, and the services in each case have been given free of charge.

There have been other courses also, namely, the one on Program work, given by Miss Patty Hill. Story work, by Mr. Wyche, and the Saturday morning course at Teachers College, by Miss Hill given at the request of the Association.

A committee in Story work provided stories for each public meeting for one year, and has completed a list of stories, to be given to all members and sold to others early in the autumn.

A committee on games presented games at each public meeting one year, and has completed a list of games to be included in the pamphlet with stories.

As to general Business, a change in Directors took place, and the Association has attempted in every way to extend every courtesy to the new Director, and to co-operate with her.

The equal pay bill was under discussion when this executive was elected. They tried to properly represent Kindergarten interests in the following way: Commissioners were seen; President of the Board was interviewed several times; members of the Board of Estimates were interviewed. The President of the association spoke before the Mayor's commission; a brief was sent to each member of the Board of Education.

The executive committee insisted on Kindergartners being included in salary schedules by the Interboro association.

One of our executives acted on the executive of the Interboro, and at their request we went on record against the Paid Board of Education.

At the time the question of changing the Kindergartner's hours and enlarging the classes was before the Board, the executive took no action deferring in this to the Director.

After the by-law was passed a brief was sent to each member of the Board, stating why it seemed unwise to have made the change in numbers, not referring to the lengthened hours.

The executive requested that the Association be represented on the central committee, which was granted, and there are now four representatives.

The chairman requested that a Kindergartner, as such, be on the executive committee of the Teacher's League, which was also granted.

(Continued on page 59)

# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

## OCTOBER

“What does it mean when the crickets chirp,  
And away to the south the robins steer;  
When apples are falling and leaves grow brown?  
These are the signs that autumn is here.”

O, suns and skies and clouds of June.  
And flowers of June together,  
Ye cannot rival for one hour  
October's bright blue weather.

—HELEN HUNT JACKSON.

## PICTURE STUDY

“The Gleaners”—JEAN MILLET

October 4th will bring the birthday of a man who made the world richer through his pictures. He was a French peasant, but copies of his pictures are in almost every school and home in America.

His home was in Gruchy by the sea, in the northern part of France. He was one of a large family of children whose parents were peasants or farmers. The care of the children was left almost entirely with the grandmother, as father and mother worked side by side in the field. It is one of the customs of the country for the women to work in the fields, and thus they become browned and strong from vigorous exercise and outdoor life. Many of them wear wooden shoes because they are both cheap and comfortable for work, and they change to light slippers when the day's work is completed.

The artist was favored by having for his early teacher an uncle who was a priest. The teaching of his nephew proved a pleasant task, as he learned rapidly; he did excellent school work, and was also well versed in the Bible.

He became a celebrated artist, but was always true to his own people. He says of himself, “I was born a peasant, and a peasant I will die.”

“The Gleaners” is considered Millet's masterpiece. The original is owned by France, and hangs in the Louvre, a famous French gallery.

“The Gleaners”—study of the picture.

What Bible story does this scene bring to mind?  
(Ruth)

Who are the people in the picture?

What are they doing?

What is a gleaner?

What time of a year is it?

Describe the appearance of the women.

Tell something of the custom of leaving some of the grain in the field for the poor people. Some lessons learned from the picture.

## SILENT INFLUENCES

The children especially of the lower grades are easily

and deeply impressed by their surroundings. There should be harmony of color, as the effect upon children is restful and refining. The subjects of the pictures should be such as can be comprehended without much if any explanation. All pictures not understood should be explained, as they create a feeling of perplexity or unrest.

Pictures of animals and flowers appeal most strongly to younger children. When a picture combines animals with children or even adults in friendly groups, the lesson of kindness to dumb animals is easily impressed. The teacher should make herself a pleasant object to look upon, and her voice a pleasant sound to hear.

## WORD STUDY DEVICE

Cut pictures from papers, catalogues, or wherever they may be found which will illustrate all familiar words taught:—such as boy, girl, ball, play, etc. Mount these in the upper left hand corner of manila or Bristol board cards about four by six inches. Print the word with a fine brush or course pen below the pictures, and at the right the same word in script. Place a few of these each day before the pupils till they become familiar with word and picture.

For seat work have them print the words, and later write the same, then cover up the words and have them point out the picture which illustrates each word printed. Have them tell you stories about the pictures such as:—The ball is large. The birds fly. Later place two cards before them and have one story about both cards together. Giving them a card having a boy and another having picture of a ball, they will doubtless give you stories such as these:—“The boy plays ball,” or “The boy has a ball.”

After a large number of words have been thoroughly taught, then cut up the cards, and give them pictures, script and printed words separate, and have them put them together for busy work.

## BUSY WORK

Color work.

Color, being an important feature in nature during October, may be given a prominent place in the busy work of the month.

Make a study of leaves from the specimens brought in by the pupils. A child is asked to draw a leaf upon the board, then several children who volunteer may draw leaves around first until the design is completed.

See that each child is provided with a large sheet of drawing paper and a box of crayons. The children are told to copy or arrange a similar design to the one given, then with the help of autumn leaves have each show his own individuality in coloring.

Paper cutting

The Hallowe'en party will be an interesting theme

for the paper cutting. First awaken their interest by telling a few Brownie or fairy stories.

Have each child bring a large pasteboard box, and during the month each is to cut, make, and mold articles of furniture for the house, as chairs, stools, beds, baskets, pictures for wall decorations, candles, jack-o-lanterns, etc.

Close the month with a Brownie's party. Good Brownies may be cut, but still better made with nuts or clay and tooth picks.

This will be a good place to make use of peas and stick work, as many useful house furnishings may be made with them, also paper chains both for decorating the school room and smaller ones for use in the model houses.

A co-operative egg-selling association, with the schoolhouse as the place for gathering eggs, the children to bring them in, and the teacher to supervise sales, is suggested by W. J. Shuford, of Hickory, N. C.

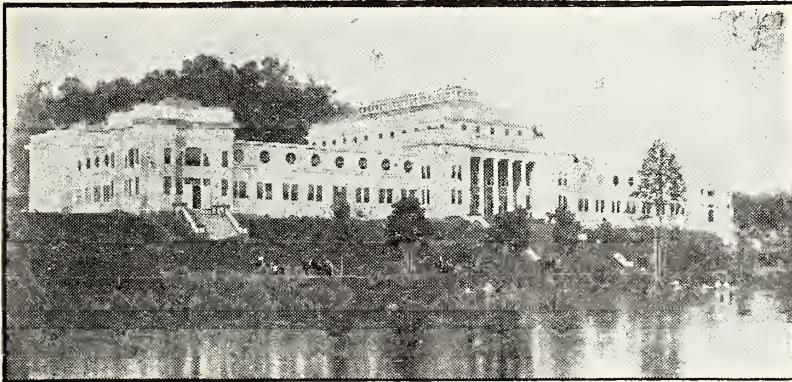
## THE NATIONAL CONSERVATION EXPOSITION.

The National Conservation Exposition now being held in Knoxville, Tenn., is the one big event of the year in the south.

No meeting, no gathering, no exhibition of any kind will compare in importance with the National Conservation Exposition. It will be national in scope, national in character.

One of the most interesting features of the National Conservation Exposition will be the child welfare exhibit. The department will be under the charge of Miss Julia C. Lathrop, chief of the children's bureau of the department of labor of the United States government. Miss Lathrop, an associate and co-worker for many years of the noted Miss Jane Adams, of Hull House, Chicago, is a member of the national advisory board of the conservation exposition and is giving freely of her time and attention to the exhibit for the exposition.

In late years the question of how best to conserve



LIBERAL ARTS BUILDING

### WHEN SISTER READS TO ME.

Jessie Andrews.

When sister reads to me,  
I wish she wouldn't be  
Jus' thinkin' of herself!  
The books on my book-shelf  
Are jus' the ones for me—  
But sister doesn't see!

She reads an' reads me books  
She likes herself—and looks  
Surprised when I jus' frown  
An' wiggle, an' jump down—  
'Cause I don't like her books—  
Don't like their soun' nor looks!

O' course her books are red,  
Or green or blue instead—  
But 'tain't no pictures in;  
An' stories, my they're thin!  
My books jus' suit my head—  
But she reads hers instead!

the life, health and interest of children has grown to be a most important one, and the federal government has recognized its importance by establishing the children's bureau.

The child's welfare exhibit at the National Conservation Exposition will be new. The foes that beset the baby will be shown and the best and most modern methods of besting these forces will be illustrated and demonstrated.

There will be held children's clinics; there will be graphic illustrations of child labor and its effect on the growth of the child; there will be a rest room for mothers and a day nursery.

An important feature will be a "Baby's Health Contest." The object of the contest will be to set up a standard of health for the babies.

Here is the way in which it will be carried on: First, there will be a standard score card, then the physical development of the child will be compared with the score card and a certificate or medal will be given in accordance with the facts. There is no competition between babies, but only the effort to reach

a standard. But the very purpose of the child welfare department would not be served unless there was something further. There will be advice to mothers offered by competent men and women and thus the child will be benefited as well as the parents.

Formerly the mortality among children was much higher in the cities than in the country, but through the effective work of the children's bureau which has been directed chiefly to the cities, conditions are now reversed and the child mortality is higher in the country than in the cities. It is the purpose of the children's bureau to now broaden the scope of its work and direct special attention to the rural districts with the prospect of equally successful work in the conservation of infant life among country people.

Since the first child's welfare exhibit was held in New York in 1911, Chicago, Kansas City, Northampton, Mass., St. Louis, Buffalo and Montreal have held exhibitions with good results. All cities where child's welfare exhibits have been held have shown results in increased appropriations for children's interests, new laws restricting working hours and the opening of many buildings for recreation purposes.

In New York alone the appropriation to the division of child hygiene of the health department was in-



ALL SOUTH BLDG.

creased to \$17,705. A home was set aside for child's welfare work and the city appropriated \$35,000 for a new children's court building. Probation officers were increased, four judges were transferred from the court of special sessions in the criminal branch to the children's court.

In Buffalo a convalescent home for children on the cottage plan, open all the year round, has been established since the child's welfare exhibit, as well as more vocational schools. Recreation and swimming pools are on the way and effort is being made to establish a home for the feeble-minded.

In Providence, R. I., many new laws for the benefit of children have been passed.

One of the most striking features of the child's exhibit at the National Conservation Exposition will be the exhibition of pictures which cannot fail to attract attention as they will tell their story with as few words as possible. They have the old idea of the before and after medicines and carry conviction because all pictures shown are of actual existing conditions, and all facts and statements made are as correct as statistics and figures can make them.

Under the screen of "Waste Humanity" is a picture of Deborah Kullikak, who is a self-supporting inmate of the training school at Vineland, N. J. Deborah has a pedigree which no one can fail to comprehend in looking at the picture. Eugenics of the

child welfare has traced her ancestry back to 1770, when Martin Kullikak, who was of good family, had a son by a feeble-minded woman. Of the 480 descendants of this woman only 46 have been found normal; 82 died in infancy, 220 were feeble-minded, immoral or criminal, the others are unknown.

The pictures are in groups of five, each unit of five dealing with a specific subject and the subjects range all the way from "Waste Humanity" with its heart-rending pictures to "The Campfire Girls," "Public Reservation" and "Social Centers."

The one aim and object of the managers of the conservation exposition in arranging for a child welfare exhibit is to teach valuable lessons to the parents of the children and to the children themselves.

The National Conservation Exposition has been planned along broad lines and is designed to teach the great lesson of the necessity of conserving the resources that nature has so bountifully bestowed on the country. Following are a few facts that give some idea of the magnitude and the aims of the National Conservation Exposition.

The exposition plan represents an outlay of over \$2,000,000.

The site of the exposition is in the most beautiful park in the south—a park that nestles in the foothills of the great Smoky mountains, picturesque, rolling, green and highly improved.



SECTION OF GROUNDS SHOWING ART BLDG.

The exposition grounds embrace with lakes and drives over one hundred acres.

Eleven large exposition buildings, modern, stately, snowy white, as well as a number of smaller buildings will house the exposition.

Sixteen southern states have formed boards for exposition work and these boards are actively engaged in the collection of comprehensive exhibits and in arranging state days for the exposition. Special attention will be paid to the liberal arts, to mines and mining, to lands, to forests and to the different activities of women.

The displays in the various lines will be the largest, the most interesting, the most diversified ever seen in any exposition in the south. They will compare favorably with any exposition ever held in the United States and they will teach graphically, eloquently and pointedly the lesson of conservation, admittedly one of the greatest questions before the American people today.

Knoxville, the picturesque city of the South, has made arrangements to entertain more than 1,000,000 visitors at the national exposition—more visitors than ever before entered her gates.

The exposition is of nation-wide importance and timely. It will not be a celebration like other expositions. It looks forward—pointing the way to better conditions. It is in line with the advanced thought of the day. It will stand second to no enterprise of recent years as an agent for the promotion of the general welfare. The great plans and purposes of this exposition are being carried out for the benefit of the whole nation and for posterity.

**Annual Meeting of the New York Kindergarten Association**

(Continued from page 55)

The chairman is a member of the Association of Presidents formed at the request of President Churchill to establish closer connections between the board and the teacher.

A correspondence is now being conducted with Mr. Stover, Commissioner of Parks, to secure greater privileges for the children on park lawns.

A press committee has kept the public in touch with our work through the daily papers and magazines.

A representative of the Association attends every meeting of the Board of Education. Your chairman has read the school page of the Globe daily, in order to know at once of any matter that concerns Kindergarten interests. The membership Committee reports sixty-nine new members.

The Association has published a list of addresses of centres where mothers and teachers may be helped in securing medical attention, flowers, milk, summer vacations, etc., for the children. The dues have been raised to one dollar, which has enabled us to conduct a much more active work.

A delightful reception and exhibition of works of art suitable for Kindergarten was held, and a Hollowe'en Party was given. Resolutions were sent to Dr. Jenny B. Merrill upon her resignation as Director. Flowers have been presented to all of our speakers.

I want to speak of the unity which has existed in the Association, and especially the Executive, during these years. We first met as strangers, we separate as friends.

The following is the capacity in which the members have worked.

- Honorary President, Dr. J. B. Merrill.
- President, Mrs. L. C. North.
- Vice Presidents, } Miss Loeb.  
                          } Miss Weingart.
- Rec. Secretaries, } Miss Hansford.  
                          } Miss Mark.
- Cor. Secretaries, } Miss Van Altg.  
                          } Miss Hansford.
- Treasurer, Miss Clausen.
- Press Committee, Miss Chace.
- Story Committee, Miss Palmer. (Chairman)
- Lecture Committee, Miss Palmer. (Chairman)
- Game Committee, Miss Harrington.
- Membership Committee, } Miss Clausen.  
                                  } Miss Weingart.
- Legislative Committee, } Mrs. Hess.  
                                  } Miss Weingart.
- Interboro Committee, Miss Funk.
- Reception Committee, Miss Foster.

In closing, I want to express my appreciation for the spirit of co-operation that has existed throughout our terms of office, and wish especially to mention Miss Clausen, who has served for six consecutive years on the Executive Committee, a service greater than one not initiated can realize.

Respectfully submitted,  
L. C. NORTH.

The National Kindergarten College of Chicago held a very successful summer school this year, having in attendance more than two hundred teachers from all parts of this country, including some of the leading training teachers. It included a six weeks' course in Montessori Methods conducted by Miss Susan McGorrisk and Miss Gertrude Winans, two of Dr. Montessori's graduates. Great interest was manifested in this course.

This college has moved to No. 2944 Michigan Boulevard where they have most commodious quarters for both college and dormitory. It is an indication of the progress of kindergarten work in this country when we remember that this institution started in a small basement room and has steadily grown to its present position. In connection with the work this coming year there will be a model kindergarten and a Montessori class, the latter conducted by Miss McGorrisk. This will provide a much better test for the two systems than could be had in summer school, and will be of great value to educators who wish to compare them.

Owing to pressure of literary work, Miss Nora Archibald Smith has been obliged to resign her position as Superintendent of the Clark Neighborhood House Kindergartens, New York City.

Miss Mary E. Buzfitt, who has been connected with the institution from its earliest days, will serve in future as Managing Director of the Kindergartens. Miss Smith, however, has not severed her connections with the work, for she has consented to remain as Educational Adviser.

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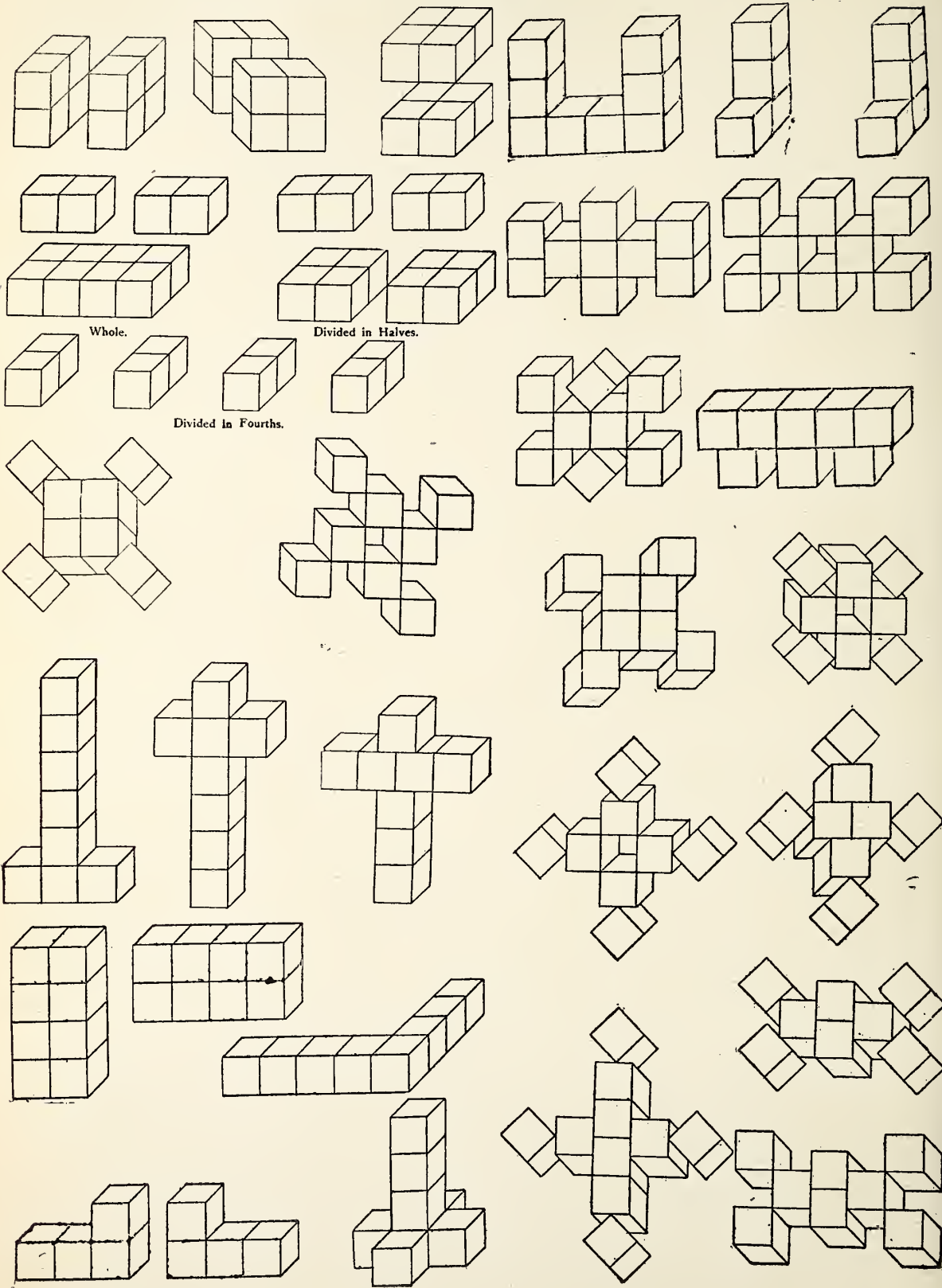
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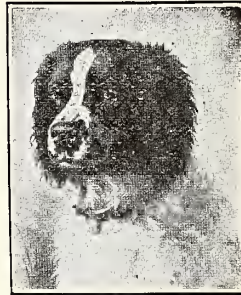
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# THE KINDERGARTEN

—PRIMARY—

## MAGAZINE



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J. H. SHULTS, MANAGER.

NOVEMBER, 1913.

VOL. XXVI--No. 3

### EDITORIAL NOTES

School children and teachers of Pointe Coupee Parish, in the flood district of Louisiana, planted 15,000 fruit and pecan trees last year. Supt. Trudeau has also a plan whereby road work in the parish will be done by school boys.

WE doubt very much if Dr. W. N. Hailmann ever wrote an article for the kindergarten press that did not prove far more than usually helpful to the thousands engaged in the work with little children. The article which appears this month is no exception to the rule.

ONE of the first requisites of really successful kindergarten work is a realization of the sacredness of the work, and the young kindergartner should seek earnestly to bring herself to a full understanding of this. You are giving these children their first impressions in school life. How important that your attitude of mind and heart be in accord with the highest and best, for what you really are will make its impress upon the children.

IT seems to us that the article in this issue by Dr. Jenny B. Merrill entitled "Suggestions for the November Program," from about forty practical kindergartners, should prove most helpful, especially to those whose work lies in the larger cities. In this article more than forty kindergartners tell you just what they did during the month, often stating results. Similar articles will appear each month, and it seems to us that so wide an experience in the kindergarten line has seldom been placed before the kindergartners of America in so condensed and yet withal so lucid a form.

### Elementary School Standards.

DR. FRANK M. McMURRY, Professor of Elementary Education, Teachers' College, Columbia University, New York, is the author of a book of special interest to elementary teachers entitled "Elementary School Standards," which constitutes one of the School Efficiency Series, edited by Dr. Paul H. Hanus, of Harvard University, and published by the World Book Company, Yonkers, New York.

Dr. Hanus says that "the problems dealt with in this book cover one of the most important fields included in the New York school inquiry. Dr. McMurry's task was to arrive at a just estimate of the quality of teaching, the course of study and the supervision of principals in the elementary schools of New York City."

Dr. McMurry rejected the usual examinations used as tests. He selected four standards by which any teacher may well test his work, viz.:

- Factor 1. **Motive** on the part of the pupil.
- Factor 2. Consideration of **values** by pupils.
- Factor 3. Attention to **organization** by pupils.
- Factor 4. **Initiative** by pupils.

Dr. McMurry found that the kindergarten teaching in New York City was satisfactory in the main according to his standards; that is, the children usually were found to have motives in working that appeal to them; they have a sense of worth or value in their work; they assist in organizing games; they use their own creative power or initiative in many ways.

Dr. McMurry reported quite fully two exercises in construction in two different kindergartens, one of which he approved and one he criticizes as being too formal, not ap-

pealing to the child's sense of value. We purpose to give our readers the benefit of Dr. McMurray's observations in this and future numbers of the magazine. It is the first detailed report of this kind that has been made by a sympathetic educator of Dr. McMurry's high standing upon the kindergarten and elementary school work of New York City. Praise from such a man of experience in both elementary and advanced work is very grateful to the kindergarten world. Dr. McMurry's observations were made during the season of 1910-11 upon request of a committee appointed by the Board of Estimates and Apportionment.

The City of New York issued a thousand copies of his report but the demand has been so great that the report has been published and is for sale.

The quotation we give in this number explains how Dr. McMurry applies his four standards to kindergarten work.

#### **INSTRUCTION IN THE KINDERGARTEN.**

##### **Inculcation of Purposes in Children.**

"Specific and childlike aims tending to call out a high degree of effort are very prominent in the kindergartens. A certain form is folded to serve as the mount for mother's valentine, to be presented at the valentine party of the Mothers' Meeting; a bag is folded and sewed, to be used in the postman's game; little houses are carefully cut and pasted for the group work in which a city street is represented; blocks are evenly laid by another group of children to represent the sidewalk of that same street; it is suggested that a certain lullaby would be nice to sing to the baby at home, and the children put new sweetness and interest into the singing.

These detailed purposes play directly into the broader aims that are plainly in evidence in the kindergarten. Such are: a love of stories, of plants and animals, of games, of objects of beauty, and of constructive work—a love that finds expression in little deeds, such as those named, and that leads to more far-reaching hopes and plans.

##### **Attention to Organization.**

Most kindergartners endeavor to organize the more or less random and instinctive activities of even their youngest children. At the kindergarten age the organization of ideas takes place largely through the organization of activity, the ordered act being considered the very best evidence of ordered thought. A representative play is worked out bit by bit, until a reasonably finished whole results; a simple little dance is created out of selected movements; a piece of group building is undertaken wherein each child's work contributes to the whole, but must occupy its own subordinate position; all such efforts call for organization in the same sense as does the high school student's essay. The chil-

dren are less conscious of the process, but they profit by it just as truly. One seldom visits a kindergarten without observing that the kindergartner herself is carrying the idea of organization constantly in mind, and without observing also that the children are doing the same thing, to some extent in their attention to sequence, to the interrelation of facts, and to grouping.

Indeed, one of the most serious faults of the kindergarten is found in its over-devotion to sequence, particularly to the logical sequence of the adult, which is probably even more a source of torment to some children in the kindergarten than to any in the elementary school. The kindergarten lesson, described elsewhere, is an illustration.

But while there are such excesses here and there, we are convinced that on the whole an emphasis is placed upon organization of ideas in the kindergarten that is generally in accord with the worth placed upon it in life outside.

##### **Attention to Relative Values—Imagination and Reasoning.**

The kindergartner makes noticeable provision for relative values. Emotional response, appreciation, preservation of an inquiring attitude of mind, socialized behavior, seem to be regarded in the regular instruction as of at least equal importance with knowledge. The general viewpoint of the kindergartner is that whatever is done in the kindergarten is of value to the extent that it counts, or functions, in life. Hence the tendency to weigh worth is common here, with both teachers and children.

Again, however, a defect is to be noted; namely, an extreme devotion on the teacher's part to technique, to precision, and to exact imitation now and then, which tends to influence the children to forget all about the real worth of things. This is true particularly in the use of materials, and is not representative of the work as a whole.

##### **Provision for Initiative and Independence.**

Kindergarten teachers have an enviable opportunity for encouraging the exercise of initiative and individuality of children, because uniformity is not demanded. Without a fixed program and without rigid requirements of accomplishment, there is every incentive for teachers to allow pupils to do original and creative work; and this opportunity is not lost. It is common for children to set up aims, to organize their activities, to suggest subject matter or experience that forms the basis for their play and work, to choose songs, stories, games, and materials, and to lead in many of the undertakings.

While this seems to be the dominant tendency, it is also evident that in quite a number of the kindergartens dictation exercises and ready-made play that require complete submission on the part of the pupil, are so prominent that they directly oppose self-expression and self-reliance.

On the whole, there are two very distinct currents observable in the kindergartens. The one represents

a slavish devotion to the adult point of view in the selection of subject-matter and to adult logic in its presentation, resulting in rigid organization, ignoring of relative values, and neglect of the child himself. The other shows the opposite tendencies. Which of these two shall finally prevail is a matter of grave concern, requiring the constant watchfulness of all who are especially interested in this field.

But at present we feel little hesitation in saying that the kindergarten, as a whole, meets the test of the four standards set up, in a satisfactory manner; and that therefore the instruction there rests on the higher plane, i. e., it is good at present and promising for the future."

#### The Kindergarten.

"There is at present no definite and uniform curriculum or program for the kindergarten. The only way, then, to judge of the character of the program most commonly in use is to apply standards of worth to what one sees in the various kindergartens. Certain features are prominent in all, such as songs, stories, bodily activity, including rhythmical movements, and games, and much use of materials in arranging, designing, and constructing. Just what ideas are to be conveyed by, or developed through, these activities; just what experiences are to be given or deepened by them; just what habits are to be established, seem to rest largely with the individual teacher.

#### Provision for Motive.

In most of the kindergartens visited, the body of thought which gave direction to the activities was close to the children, and of such nature that purposes would naturally rise and be carried over into home life and outside play life. Prominent topics were the child's relation to family and friends, to animals, to industrial workers and tradespeople, and to public servants. Attention was frequently directed to small services the children might render, and ambition was aroused to acquire skill or power in order to win certain positions of trust and responsibility within the group. The things made by the children also frequently gave a considerable degree of continuity and fixity to their purposes.

#### Provision for Organizing Subject-Matter.

The kindergarten program always shows attention to organization. Some teachers provide for a distinct correlation running through song, story, nature work, rhythm, games, gift work, and occupations. Others correlate part of the activities, and depend on the sequence of materials to afford the ordered presentation of other activities.

#### Consideration of Relative Values.

The children are more frequently called upon to judge of the desirability of certain acts or modes of doing than of the worth of facts or ideas. The values which are kept prominent, therefore, are of a dynamic kind, and to a large extent the children's

incipient powers of judgment and discrimination are called out in connection with matters on their own plane.

The teacher's own sense of values is, of course, very influential. If she seems to attach more importance to such matters as technique, precision, and exact imitation than to initiative, originality, suggestive variation, and ability to work out problems, the former types of excellence are those which the children will also soon place uppermost. There is evidence that in some quarters these more formal values are being over-emphasized.

Any deviation from the original form was checked by the teacher saying "That is not right." "Don't you remember where we placed that block?" "The chair back was not so high," etc. There was no point at which it was apparent that new or uncompleted parts were being thought out. It was a type of lesson which in the elementary school would be called a review or a test lesson. Its purpose seemed to be to test ability to recall and reconstruct. Accuracy and conformity seemed the chief considerations.

After all had completed the large chair according to pattern, the teacher said: "Now you may make some small chairs. Try to make three out of the large one without tearing it down—good workmen always do that way." This part of the lesson was somewhat freer than the first part, and some variations in form resulted. However, since more stress was laid on the particular mode of securing these small chairs from the large one than upon getting well-proportioned, pleasing chairs, the forms on the whole were not good and the children displayed little satisfaction in them.

The following judgments of the lesson seem warranted.

The children were not discovering a way of making chairs that might prove valuable to them later in their play. Nor were they making these chairs in order to put them into their doll houses, or to play with them otherwise. At least during the period there was no reference to one of these purposes, or to any other. The conclusion is drawn, therefore, that the subject matter of the recitation bore no relation to their own particular desires and plans. In doing as they did they were simply trying to satisfy the teacher.

Organization of subject-matter was emphasized. But it was an organization concerned with sequence alone, the particular order of moves agreed upon by adults in securing all possible manipulation of such blocks. Indeed, it was this particular sequence of moves that made up the subject matter of the recitation. This is clearly seen when one recalls that the product wanted, i. e., the chair, might have been arrived at just as truly in much briefer time had the children been allowed to take the blocks out of the box in any orderly manner and set them up in their own way.

Now, while care as to sequence may be a good thing, it was in this case the teacher, rather than the situation itself, that made it necessary; i. e., it was an artificial sequence. And it was so excessively refined that if a child were to follow it closely at home in playing with his blocks, he would be giving signs that he was not well. In general, the standard for values in school is found in their values outside.

The absence of any real purpose of the recitation, from the children's point of view, allowed them no basis for their judging of relative values. The teacher, also, in her devotion to artificial technique, had entirely lost her bearings in regard to relative values. That accounts for all neglect of proportion of parts in the chairs that were made.

Finally, the suggestion as to what should be done and the sequence of steps or moves came from the teacher. Even in the second and freer part the pupils were directed to "make three chairs out of the larger one," and do this "without tearing it down." While there was some freedom as to rate or speed, the recitation may be described as a dictation exercise, or a review of one, with freedom allowed in a few minor respects.

On the whole, the recitation, lacking purpose and content, was a good illustration of the extremely formal work often seen in kindergarten and primary schools.

Its sole excuse is a profound belief in its disciplinary effects; but the doctrine of formal mental discipline has been so nearly disproved by modern psychology that little worth is left to such instruction beyond its keeping children out of mischief; which, as a principal claim, converts the teacher into a mere caretaker.

#### Construction in Another Kindergarten.

Children 5 years of age. Arranging and pasting of pictures of a blacksmith at work.

The teacher recalled a visit made by the class to a blacksmith shop, and asked them if they would not like to make a picture of the blacksmith.

"What ought the picture to show?" she said. Different things were mentioned, and some of the movements of the smith at work were illustrated by the children. Then the teacher told them they could plan a picture showing him bending over or upright, with hammer in hand at the anvil, or in front of the forge. Parts previously cut out by the teacher were adapted to different poses, and the children chose what they would represent. Then they arranged the parts according to their own ideas, teacher and children making occasional comments. Children asked questions and sought advice as to placing, and the replies sometimes came from the teacher and sometimes from other children. A good deal of recalling and of mental picturing was necessary.

The task of producing a picture of a smith at work, expressing an idea that is accurate and pleasing in both selection and arrangement, is worth

doing. Its accomplishment requires observation, thinking; it develops taste of a sort often called for throughout life and intimately related to children's needs and desires. Motivation is, therefore, admirably provided for here. On the part of both teacher and children there had to be weighing of values, with reference to the idea to be expressed and to the method of expression. The teacher had to select the most prominent and characteristic things connected with the blacksmith in order to cut out the parts for the picture. The children, under her leadership, had to distinguish between essentials and non-essentials in order finally to center upon some of the same things. In deciding upon desirable arrangement, distinction and selection were again necessary.

Further, the "composition" called for the putting of things together in right relation. The picture was not to show merely a list of objects that the blacksmith used, nor any other mere list. It had to have a central idea, if possible, with details so grouped about it as to form a unit. Attention to organization was, therefore, necessary throughout the period.

Finally, although the teacher assumed much initiative in originally selecting and cutting out the parts, this only prepared her the better for leading the pupils to exercise their own power in that direction. And not only did they select and arrange, but in her presence they corrected, and made suggestions to, their mates. In her corrections she usually did not have to exercise by declaring, "That is not right," or "That piece does not belong there;" but she could ask, "Was it so in the shop?" or "Could the smith work in that way?" Thus, although limited by the facts, they were free to express their own individuality, as the great variety of pictures produced quite conclusively proved.

This recitation was almost ideal, and formed in every respect a striking contrast to the one preceding.

#### Relation of Kindergarten and Primary. Recommendations.

1. On Unification of Kindergarten and Primary School.

"There is a striking contrast between the kindergarten and the elementary school, as the two are now conducted. The key to the difference is found in two facts: (a) That while, in the kindergarten, the acquisition of knowledge is regarded as a mere means to larger ends, throughout the primary school it is made the dominating purpose—the end itself; and (b) that the knowledge acquired in the kindergarten is chiefly that which can be a source of inspiration; while the knowledge chiefly emphasized in the primary school consists of symbols and formal facts, as for example in the three R's and spelling.

The result is that these two parts of the system fail to harmonize. Indeed, they are so unlike in

controlling purposes, curriculum, methods of presentation, in the attitude of teachers toward pupils, and even in the appearance of the rooms, that the primary school not only abandons important lines of influence begun in the kindergarten, but tends to nullify them. Such a dualism in the theory and practice of educating children—within a single system—is most incongruous and wasteful.

Beyond doubt there is a real difficulty here in the fact that a time must come—usually recognized to be at about six years of age—when symbols must be attacked with vigor. But that is insufficient reason for the almost complete abandonment of valuable influences for the development of habits that it has required one, two, or three years to establish. Both plans can hardly be sound; and, according to the standards used for judging the quality of instruction, it is the elementary school that needs the greater modification. The question for serious study therefore, is: Can the elementary school continue the main lines of work begun in the kindergarten, while giving mastery over symbols?

## 2. On Limiting Uniformity.

The extent to which uniformity is necessary in a great system of schools is one of the most important questions among those suggested in this part of our report.

Possibly there cannot be too much uniformity of procedure in the business management of the schools, and there are weighty arguments in favor of much of it in instruction. On the other hand, excellence in method of teaching, as commonly conceived by educators, consists in the close adjustment of subject matter to individual experience and peculiarities. It thus implies the highest degree of diversity in practice. Uniformity of system is hardly the means of securing this diversity. A system of schools, therefore, in which uniformity is believed in and practiced, without much limit, cannot be expected to reach a high degree of excellence."

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SCHOOL and civic leagues in a Virginia county have raised over \$6,000 for the schools during the past year.

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IN Minnesota the need for trained teachers of agriculture and domestic science is so great that the School of Agricultural Technology at the State University has taken for its main work the preparation of teachers for these subjects.

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THE girls at the State College at Puyallup, Wash., have helped solve the high cost of living problem by learning to prepare tasty lunches at a cost of 4 or 5 cents per person. Later they will demonstrate what they have learned in economy of foods by teaching domestic science in the rural schools

## THE GENETIC THEORY.

By DR. W. N. HALLMANN

The genetic principle in the development of man was recognized at an early date. Confining our attention to its more recent formulations, we find it clearly announced in the latter half of the eighteenth century by Lessing in these words: "The path in which the race has attained its present perfection every human being must travel." Again by Goethe: "The young must ever begin at the beginning and, as individuals, pass thru the epochs of the world's culture."

The same thought was re-stated by Pestalozzi and, subsequently, by Froebel of whose pedagogy the Baroness Marenholtz-Buelow says that it is simply a compound extract of the world's history, since "the experiences made by humanity thru untold generations must be lived over again by the children;" however, as Froebel himself adds, "not in the way of dead imitation, but rather *in the way of living, free, and self-active development and unfolding.*"

Froebel's idea is not that each human being must imitate the various phases of human development from savagery to present civilization, laboriously wading thru the grossness, ignorance and wickedness of past generations to the refinement, culture and good-will of our day. His thought is rather that the various instincts and tendencies of life are developed in each human being in the same general order in which we find them developing in humanity as a whole.

Spencer's re-statement of the law that "the genesis of knowledge in the individual must follow the same course as the genesis of knowledge in the race," does not imply that the learner should at any time be weighted down in his development by the experiences, attitudes and actions of savagery in order to become properly prepared for the experiences, attitudes and actions of civilization. It does not imply a detailed and emphatic recapitulation of the successive horrors and insufficiencies of the earlier phases of the evolutionary struggle in which he gradually emerged and freed himself from his animalism.

Even in his morphological and physiological development nature hastens in pity thru the recapitulatory process in a few short months, yielding only to the most potent, fundamental claims of the hereditary self-establishment and constantly recognizing the fact that his latest, his human, heredity is the controlling purpose of all the rest.

How much more imperative is this tender consideration in the presence of conscious indi-

vidual and social development in which the young human being is supposed to attain delivery from the tyrant heredity and to gain entrance into the freer domain of history. Here, surely, there is no longer any excuse for pre-historic torturings; here the child is entitled from the very start to the gains of the civilization into which he is born; here, above all, he should be guarded against the danger of becoming fixed, however vaguely, in savage longings and other toils of an ante-moral life.

In its application, therefore, Spencer's law demands the most general interpretation from which the wretchednesses of the early evolutionary struggles are to be consistently excluded. All that it implies,—and this is indeed much—is that in the acquisition of knowledge the individual must proceed, as did the race, from the empirical to the rational, from doing to knowing (art to science). Of this the various Pestalozzian and Froebelian laws of method are direct derivatives. As the race in its development passed from experience thru thought to achievement, from particular to general and from this again to particular, etc., so each individual must do; and as the race sought adjustment with its actual environment, so, too, must each new individual.

The genetic theory should be kept distinct from the culture epoch theory. The latter rests upon certain, often loosely gathered, chronological considerations, in external manifestations of life; the former, upon certain invariable successions in the inner phases of life-development. The genetic theory deals with the life-process; the culture epoch theory, with its outward manifestations. Thus, the one may fix its attention upon the outward activity of hunting at certain stages of cultural development; the other is concerned with the inner need that leads to hunting, but which may be met by various other reactions and must be so met where the environment excludes hunting. The parallelism claimed by the culture epoch theory would require successive identities of environment, that of the genetic theory applies equally in every phase of environment and every stage of development as the inner law of the process involved.

Thus man did not become a tiller of the soil because of some preceding occupation; nor did he become a patriarch because of preceding Robinson Crusoe experiences; but in both instances the transition, if such, took place in obedience to some law of adjustment of inner need to outer condition or necessity.

Naturally, children are interested in the things of their immediate environment. In these their

hunger to know and to do seeks and finds food. All efforts "to interest them culturally" in a variety of relatively extinct savageries and half-savageries are of necessity artificial and more or less hostile to the children's natural heart-interests in an environment hallowed by the beauty and truth, the wisdom and virtue of the day into which they were born. In the natural imitations and adjustments of the children there will be crudities enough, but these will hold growing aspirations towards the refinement they are meant to represent; while on the other hand, the crude insufficiencies of early savageries draw away from such refinement and thereby retard progress.

In the application, then, of the genetic theory it is needful to hold fast that we are to be guided in our work, not by successive stages in the cultural advance of the race, but by the successive phases in the inner processes of life-development. The school must look for basic working material in the children's actual environment and not among the musty memories of far away insufficiencies. The primary interest of the child ever is in the right here and right now. In these are rooted all subsequent victories. Later on excursions into remoter fields are in place for purposes of instruction, for inspiration and for the stirring of sympathy or enthusiasm.

In this sense, and only in this sense, it is indeed true that "the young must ever begin at the beginning! They must ever pass in their psychic development from sense-perception which yields ideas of things, thru intellectual analysis which gives general ideas, to rational analysis which gives general ideas, to rational analysis which reveals laws and principles; from interest, thru effort, to aspiration; from individual, thru social, to ethical attitude; from acquisitive, thru inquisitive and imitative, to create doing. Or, as Froebel so concisely puts it: "From life, thru life, to life," i.e., from vital experience, thru vital thought, to vital application or practice.

## THE SCHOOL HEALTH IDEALS OF DR. MONTESSORI.

FLORENCE E. WARD

(Iowa State Teacher's College, Cedar Falls, Iowa.)

Since the development of strong, vigorous children means more to America's future than the development of the choicest Burbank varieties of fruits or the promotion of the greatest pecuniary enterprise, it is well for American educators to consider the school health ideals of Dr. Montessori, the Italian physician and teacher whose broad training and



successful experience give weight to her words. She applies in her dealings with children the well known law of all growth that wherever there is organic life circumstances must be favorable to the development of that particular organism if it is to realize its highest possibilities.

Some of the desirable conditions for child growth are, according to Dr. Montessori: First, a wholesome school environment in which is provided suitable chairs instead of spine-curving seats, fresh air and sunshine; nourishing food and comfortable clothing; broad, open spaces and earth to dig in; plants to water and pets to feed; and gymnastic apparatus upon which growing bodies may stretch and balance for physical strength, like moral fiber comes only through actual struggle. Second, careful and frequent biological tests and measurements, made for the purpose of detecting and endeavoring to overcome every physical defect, thus freeing the child from handicap and protecting society against the possibility of weakness perpetuating itself through heredity. Third, the child taught scientific truth regarding his body and given definite instruction as to its care, develops a reverence for it which tends toward personal purity and health. Fourth, through definite training in motor control and muscular co-ordination, tension is removed and poise and serenity result.

Our American children, with their buoyancy of spirit and their fund of nervous energy, need careful attention along these lines. The child's health rights should be placed in the foreground and child hygiene, medical inspection and desirable school equipment and sanitation urged by teachers who must first become more intelligent themselves as to the close relationship between physical health and mental vigor.

The co-operation of the church, the women's clubs and other organizations may reasonably be expected in the campaign for the stimulation of public sentiment along these lines, which have to do with problems of great home and civic significance.

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SWEEPING, dusting, sewing, washing dishes, and ironing are among the "home industrial subjects" listed on a school-report card prepared by Mrs. Mary DeGarmo, of St. Louis, and used in Missouri schools. The parent gives the child a "mark" for the accomplishment of one or more home duties.

### Suggestions for the November Program From Many Practical Kindergartners

Collected by Jenny B. Merrill, Pd. D.

It is always well to have a goal in sight, and this month is a happy one in this particular. "Coming events cast their shadows before," as the following reports testify: Thanksgiving Day is coming.

Kindergartners should do all in their power to keep up the New England Thanksgiving spirit, not by telling the history of the Puritans, for children of kindergarten age are not, as a rule, sufficiently developed mentally to catch the thread of the historic setting, but they can visit in imagination grandfather's New England farm.

To be sure, it may be some other child's grandfather, but the little drama can be made very real. I have seen the whole kindergarten engage in the little play in the simplest fashion, over and over, never tiring of it. One corner of the room is selected for the farm. Grandmother, with perhaps a cap and kerchief, is chosen and presides there. The opposite corner is New York. An imaginary sleigh is improvised in which the children ride to the farm, or it may be in these days a train that takes them.

The little grandmother receives her numerous grandchildren. There may be several aunts, uncles and cousins chosen to receive with grandmother, and of course a grandfather, and the welcome must be quite a jolly one. Then there may be a make-believe feast and afterwards grandmother may tell the children a story. The children may play games and sing songs to please their grandparents and aunts, thus having, as it were, a little family gathering similar to the dear New England home parties.

At the November Mothers' meeting the story of our Thanksgiving festival should be retold, especially to parents who are foreign-born, and family gatherings should be eulogized as a means of true joy and family unity. Appropriate historic games should be suggested.

The harvest festival with us is late. Our Jewish citizens have already celebrated it earlier in the season, but all the more understandingly will they aid us in keeping up what was once a peculiar American festival, but which is in danger of degenerating in some of our cities.

I feel personally, deeply indebted to these many kindergartners who have given us such happy glimpses of their successful endeavors to keep sacred our good old Thanksgiving day. The whole month of November is none too long to plan and make ready for the kindergarten Thanksgiving party.

There will doubtless be little side issues, according to locality, but gathering in the harvest, the barn overflowing, walks to city stores, which are our "barns" in a sense, then interest in the home preparations of food as indicated in the reports, preserving, making simple dishes as apple sauce, or

jelly, making butter, popping corn, etc., but I must not keep our readers from the simple tales of actual work done.

One simple suggestion which has been found helpful is especial practice during the month in remembering to say: "Thank you," for all the little kindnesses we receive daily from our parents. If we thank not our earthly parents whom we have seen, how can we learn to thank our Heavenly Father, whom we have not seen?

#### REPORTS OF WORK IN NOVEMBER.

The work for November centered around the topics connected with the gathering of the harvest and culminated with the Thanksgiving party to which the parents of the children were invited.

The room was appropriately decorated with fruits, grains, vegetables and toy barn yard fowls.

The children wore yellow chrysanthemum wreaths at the party. The tables were covered with white paper. One child brought little paper napkins with "Brownie" borders. (This was the child's own idea without suggestion from any one).

As we are not allowed to do any cooking in the schoolroom, I told the children how I made the sugared "popcorn" and the lemon jelly, and brought them down to the kindergarten. Each child brought his or her own spoon and saucer. After the program (lasting 35 minutes) the tables were moved and the animal and "social tea" crackers were passed and the lemon jelly served. The children enjoyed this part. Then the children's dishes were placed in paper bags, furnished by the teacher, and a large surprise basket was brought in. It was filled with 56 little brown tissue paper turkeys and when the child pulled the orange-colored string around the neck, they discovered that the turkeys were filled with popcorn. The basket was a very pretty affair, made from a peach basket with a barrel hoop for handle, all of which was covered with fancy white tissue paper and decorated by Miss R. with yellow paper chrysanthemums. (We had enough turkeys for all visitors and our principal and her head assistants. We also remembered the janitor. When the turkeys were distributed the kindergartner passed more paper bags and gave each child some apples and one vegetable, cranberries and a pear or orange or banana. The fruit was donated by friends of the kindergarten.

R. A.

#### TOPICS FOR CONVERSATIONS

1. (2). Grass mowing—made butter.
2. The baker—took out grains of wheat from sheaf, ground into flour.
3. The farmer's harvest—the processes—fruits and vegetables.
4. The farmer's helpers—the animals, how they help—provision for them.
5. The social aspect of Thanksgiving.

The story of the harvest was illustrated by pictures, mostly reproductions of famous pictures. We also had pictures of the farm animals.

We had a very good collection of fruits, vegetables

and grains, some brought by children and the larger ones by Miss B. and myself

On the day before Thanksgiving we had a party with animal crackers and pumpkin pie. We played the farmer, the animals, a visit to the farm and ended with a folk dance of the harvest. M. S.

(3). We had two walks this month. The day of our mother's meeting we took the children to the baker's and the grocers. We bought the cake, coffee and sugar for our refreshments. The "trades men" had been the topic of our talks this week. The mother's meeting was a very pleasant one. I have visited several mothers and found them all very pleasant and cordial. C. D.

(4) Special features: While we were studying about the wheat in connection with bread, we took the children to visit the baker shop. We saw the whole process and the large oven made quite an impression, as also did the great big shovel. We returned to kindergarten and had a little party of some of the baker's cookies, which the children enjoyed very much.

In connection with the barnyard animals we talked much of the cow and the milk and how butter is made. A toy churn was brought to kindergarten and all the children helped to make butter—which turned out very well. Later in the same day the children had Uneda biscuits with the butter they had made. I have noticed a marked improvement in the matter of cleanliness upon which I have laid great stress. J. H.

(5) Our attendance was very good all through November and we took advantage of the fine days for two walks—to see the "Mauretania" and to the market to see the vegetables, fruits and general preparations. We are fortunate in being near enough to really see these things, with the farm wagons on the market square. The results in drawing and clay were very good. For our Thanksgiving party we made sweet butter and every child helped churn. Then we ate the and every child helped churn. Then we ate the butter on crackers, and very good it was. I also had an "open morning" for the mothers on the 23rd—but the day was not a pleasant one and only a few came. We had the usual work with some extra singing and the mothers who came were interested and hoped I would repeat the morning again.

F. P. H.

(6) Our Thanksgiving party was very successful and the mothers especially seemed to enjoy it thoroughly. Before the invitations were sent out I mentioned the party to those mothers who come every morning and was surprised to hear a few ask: "How much do we have to pay," and some brought presents of soap, perfume, candy, etc. The apple sauce we made was something new to some of them." A. L.

(7) We have made butter and biscuit this month and had a happy time at our Thanksgiving party. After singing, story, marching and playing games, we played going to grandmas; the children were

seated about the tables, and treated to nuts, grapes, apples and cocoa. Parents and children went home happy.  
J. G.

(8) We had a "popcorn party." The children went down to the furnace room the day before and popped the corn for the mothers. The children grouped around the glowing coals of fire with ruddy expectant faces, made a picture in my mind long to be remembered.  
B. R.

(9) One day we made butter in the kindergarten. After two rounds of each child having a chance to shake the bottle, the butter came, and oh, how happy the children were. Each had some on a little oyster cracker, and also took a little home to their mothers.

We have started the traveling library books in our Mother's club and the latter are quite enthusiastic over them.  
E. G.

(10) As there is a tendency in the minds of the children to forget the real meaning of Thanksgiving, since the introduction of "dressing up and painting faces" on that day, I laid great stress this year upon the thankful spirit. The morning before Thanksgiving day I saw our little colored girl sitting in the circle before kindergarten, evidently in deep thought, while the children played around her. I called her three times before she heard me, and I said, "Lulu, what are you thinking about." She came to me and whispered in my ear: "I am thinking about God. He is so kind to us, He gives us candy and meat and sunshine."  
L. B.

(11) We invited the children from the Cripple School Kindergarten to our Thanksgiving party. We enjoyed having them so much and they made a great impression on our children. They sang so sweetly, were so gentle and sunny and got their clothing on so quickly. Our children realized how thankful they should be for their health and strength.  
B. T.

(12) We planned a basket of fruit for the children at Roosevelt hospital, each child bringing an apple. The children were exceedingly interested and responded gladly. The basket was made in the kindergarten room and Miss O' wrote a little note to accompany it.

We also received a reply and the children were of course delighted at the cheer and happiness which they had given.  
M. B.

(This kindergarten was located near the hospital).

(13) The subject of our mothers' meeting on Thursday, Nov. 21st, was "Thankfulness—and What We Are to Be Thankful For." Mrs. G. again repeated my talk in Italian and our Thanksgiving songs formed part of the program. It was a very stormy day, but 20 mother's came in spite of the wind and rain and spent a pleasant hour with us. Tea was served again and six other mothers gave their names for the cups for next meeting. A great many of the mothers are obliged to bring their babies with them so we cannot have games.

(14) We have a new animal border in kindergarten which the children like very much. Two sheets of animals were bought at a wall paper store, cut out and mounted on dark green paper and placed above the blackboard, the entire length of the wall. The coloring of the animals is very good and they can be easily arranged to form a pretty and attractive border.  
E. S.

(15) Our central objects of interest the first two weeks in November, were beautiful plants, donated to us by the head gardener of the N. Y. Botanical Gardens. Since the middle of November we have had an aquarium in the kindergarten. The children of this year seem to be a great deal more interested in the care of the aquarium than were the children of last year.  
H. L.

(16) During November we had many interesting talks on the farmer. It is surprising to find how much some of the children know of the country and how little others know.

One of the children paid a visit to Central park this month. Her account of her drive through the park was very interesting. The greatest attraction seemed to be the squirrels and how they came up to people for peanuts.  
A. P.

(17) We have had some interesting talks and work on pigeons this month. As few of my children speak English I found it easier to begin with the pigeon because of their intimate knowledge of this bird. We went to the roof to watch them, and as some of the children's fathers own pigeons we had many free talks about them.  
M. C.

(18) I took children out to see the fruits and vegetables in the stores. On our way we passed a yard where I saw a live turkey. After obtaining permission we went in and watched it for some time. To the great delight of the little ones it spread its wings and tail and said gobble several times.

On the 29th had a mother's meeting and in spite of the rain it was well attended.

The children the day before boiled cranberries and popped corn on a little gas stove. For the mother's meeting, the children set the tables with paper napkins, plates and spoons and decorated it with little baskets they had made. When the mothers arrived we had quite a nice little Thanksgiving party.  
A. M. L.

(19) We have had a white rabbit for a kindergarten pet during November. The children enjoyed feeding it and taking care of it very much.

We had a mother's meeting the Tuesday before Thanksgiving. It was very stormy, so only a few come, but we spent a pleasant social hour and they asked to have one this month for reading and stories. So we appointed one the second Tuesday in December and the mother's promised to tell stories.  
G. S.

(20) Leaves, fruit and vegetables have been principal objects of interest. The blacksmith has taken a prominent place. He was not in the plan, but a child brought a large horse—another hammer and

horseshoes, and we found a blacksmith shop across the street.

The Jack-o'-lantern was a source of much merriment and interest. M. W.

We had a very pretty corner in our room Thanksgiving week. There were cornstalks at the back, one large pumpkin and a great many kinds of vegetables and fruits. E. B.

### Stories.

November was a month full of stories connected with the fall and the harvest. Children took a great part in the telling and in some instances related some good original ones. E. V.

The favorite story during the month was "The Big Red Apple," especially the part where the father hangs the apple in front of the fire to roast. E. W.

During November I told the following stories: "The Goats and the Turnip Field;" "Little Red Apple," "The Three Pigs," "Henny Penny," "How Patty Gave Thanks," Child's World; "Field Mouse." H. H.

Stories told during November: "The Lost Lamb," "The Ugly Duckling," "The Little Gray Squirrels," "Thanksgiving," "The Little Pig and His Little Eyes, Ears and Tongue." G. M.

List of Stories: "Little Red Hen," "Ginger Bread Boy," "How Patty Gave Thanks," "First Thanksgiving," "Little Lame Squirrel," "Shoemaker and the Fairies." H. M.

Stories: "Goody Two Shoes," "Nahum Prince," "Sleeping Beauty," "A Wise Old Horse," "Boo-Boo and the Wind," "Henny Penny," Part of Cinderella, "Visit to Grandma," "How Patty Gave Thanks," "Mr. Thankful."

"Cap, the Fire Dog," "A Thanksgiving Plan," "Lost Peepsie," "Henny Penny," "Ugly Duckling," "The Turkey's Nest," "Wise Old Dobbin," "The Mouse's Adventure," "The Carrot," "How Patty Gave Thanks," "Mary and Her Lamb." S. K.

List of stories for November: "Bushy's Bravery," "Milk, Butter, Cheese," "The Little Lame Squirrel," "The Little Red Hen," "How Patty Gave Thanks," "The Ginger Bread Boy," "The Little Pig," "The Big Red Apple." A. G.

### Farm Life.

#### Senses.

Blackboard work during November: A farm scene with a barn, a turkey, chickens and ducks. The remaining space of the blackboard used by children who attempted to make pictures of vegetables, the pumpkins and of the Jack-o'-lantern which we cut out of the pumpkin. T. B.

We took two walks in November. One to East River park and the other to the farm near our school. The children often speak of the leafless trees, the lighthouse and the dogs and chickens we saw at the farm and in the park. J. L. P.

Walks around block. Special observations: Houses and windows, two kinds of vehicles. Cen-

tral object of interest: A growing farm field of wheat, hay, lettuce and clay carrots in sand trays. A farm yard on tables, farm house, sheep, chicken yard, small barn, with a street lined on either side with trees. Each "yard" separated with fence. Paper dolls. A large barn made of a large box, wherein was housed a carriage, made of a box, horse and cow. In loft was put hay. T. M.

### Gifts and Games.

With our blocks we built some nice large ovens. The grocer had given us a bag of crackers. So each one had a cracker to put into his oven. It was interesting to see how the children would remove the front block and peep in to see how the baking was going on and then quickly close the door again. In one case a bit of paper was put in front of the door. A reminder of the cookie inside.

The central object of interest this last month has been a table with blocks of the large sized fifth gift on it. Every spare moment has been spent at it, and many pretty things built. L. A.

Having the large fifth gifts, I find that I never feel like using the smaller size. The children seem to handle the large blocks so readily and the smaller ones seem so slippery in comparison. J. L.

This month I have been particularly interested in the free play with the balls. The children have invented so many new little games or catch plays, I might call them. They will throw the ball up, clap ten times and then catch it; another will turn around while the ball is in the air; another roll the hands while the ball is in the air. These are some of their own ideas and it has been interesting to watch the competition in inventing new ways of doing it. E. L.

The children made the scene "Going to Grandfather's House," in the sand box. His house and the bridge across the river they built with the big blocks and for the woods, they cut leaves from green and brown paper and pasted them on sticks, making the trees. H. M.

A few weeks ago we took the children for a walk to the nearest playground—opposite P. S. 62. They enjoyed the outing very much and when they returned they planted trees (evergreen twigs) in the sand and built little benches and swings. Nearly everything seen was represented in some way.

We have learned many games through September and October, but "Travelers" is the favorite. It would be played every day by every child and then played again if I would consent to it. F. S.

We are using the blackboard daily and I find whatever I put on in the way of a "picture" appeals to all—and often illustrates my point in work or story better than words.

The children also like to work on the larger surface, too, and do well. C. A.

This month we saved all of our work relating to the farm, farm animals and products and made them up into a little book to take home at Thanks-

giving time. On the first page was a copy of the song.  
G. S.

The children enjoyed their Thanksgiving and were especially interested all month in the farm animals. One of their favorite games has been a make-believe visit to see the different animals—and hear them, the children imitating the different sounds.

I took one of the little girls home to the country with me over Sunday. She was very good and I was able to get much better acquainted. I was interested in watching her make a circle, sing the ring song and play games quite by herself. She was so happy gathering leaves and nuts and brought back with her all she could carry.  
E. N.

The games which we played during the month of November, were: "Horse," "Jolly Miller," "Windmill Rhythms," "Weather Vane," "Sailboats," "Making Bread," "The Mother in the Kitchen," "Soldier Boy," "A Pretty Brook," "Skating." "I Wish My Little Playmate," (dancing).  
F. S.

### A CONGRESS OF HEALTH, NOT DISEASE.

With the closing of the Fourth International Congress of School Hygiene, one fact stands out vividly: The school hygiene movement has become a positive movement for the advancement of the health of the school child, rather than a negative summing up to disease.

The health emphasis was particularly noticeable in the scientific exhibit held in connection with the congress. Visitors to educational exhibitions on hygiene and sanitation do not need to be told how frequently these have been of the "chamber of horrors" variety. There were survivals of this type in the Buffalo exhibits, but for the most part the positive, sane, normal exhibit was conspicuously present. There were wonderful pictures of city girls engaged in outdoor sports and games—the New York school girls, for instance, who in their Public Schools Athletic League illustrate the newer health spirit of the hour, the spirit of wholesome recreation, to which even the tenement seems to succumb.

The old familiar exhibits of wan and careworn consumptive children were replaced in the exhibits with cheerful pictures of "pretuberculous" youngsters busy in the school of the out-of-doors, their faces bright with the hope of health, typical of the knowledge that fresh air and sunshine can and will drive tuberculosis from the earth.

There were more illustrations of healthy teeth than decayed, in the Buffalo exhibit; there was less emphasis on the pitiable condition of bad teeth and more stress on the advantages of good teeth; and above all, there was the spotless school dental clinic of Cincinnati and other cities, with its promise of better, cleaner mouths for future school children.

Exhibits of the old sort there were—a few; just as there were a few speeches of the kind that were undoubtedly necessary in the early days of the health movement, to arouse public sentiment; but the one

big central fact, both in the exhibit and in the speeches, was that school hygiene is to be henceforth considered from the point of view of health, not disease; that sound bodies, clean minds, normal development, air and sunlight, rational living, education to fit for natural productive life, are the things to be stressed; that it is not so much a fight against disease as it is a fight for health. It was almost as if the delegates of the nations at Buffalo had declared to the world: "There are many things to be done; we know the evils now; let us remedy where we can; but let us above all do our best to point the way to clean, healthful, normal living for the generations to come."

### PEACE PRIZE CONTEST.

Under the Auspices of the American School Peace League.

Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects:

1. The opportunity and duty of the schools in the International Peace Movement. Open to seniors in the Normal schools of the United States.

2. The significance of the two Hague peace conferences. Open to seniors of the secondary schools of the United States.

Three prizes of seventy-five, fifty and twenty-five dollars will be given for the three best essays in both sets.

This contest is open for the year 1914, to the pupils of the secondary and Normal schools in all countries.

Contest Closes March 1, 1914.

Conditions of the Contest—Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable), and must be written, preferably in typewriting, on one side only of paper, 8x10 inches, with a margin of at least 1¼ inches. Manuscripts not easily legible will not be considered. The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school and home address, and sent to Mrs. Fannie Fern Andrews, Secretary American School Peace League, 405 Marlborough street, Boston, Mass., not later than March 1, 1914. Essays should be mailed flat (not rolled). The award of the prizes will be made at the annual meeting of the league in July, 1914. Information concerning literature on the subject may be obtained from the secretary.

Systematic study in citizenship is given in the elementary schools of France, Denmark and Finland.

In rural schools in Missouri girls are organized into "pick-and-shovel clubs" under the direction of the National Congress of Mothers, to aid in the good roads movement.



## THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

**THIS COMMITTEE OF THE WHOLE**, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergarten—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pats; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,  
389 CLINTON ST., BROOKLYN, N. Y.

### TALKING OUR PROBLEMS OVER.

To the Chairman of the Committee of the Whole.

Have any new kindergarten gifts been invented since Froebel's day? Isn't a so-called free play period a waste of precious time? Will you please help settle a discussion between a group of beginning kindergartners.

S. B. T.

The Hailmann beads, which are miniature spheres, cubes and cylinders, were devised by Mrs. W. H. Hailmann, wife of Dr. Hailmann, whose contributions to the Kindergarten Primary Magazine of last year, have proved so helpful to our subscribers. Mrs. Putnam, of Chicago, a successful mother and a successful kindergarten training teacher, devised the pegboard. Miss Elizabeth Harrison invented the curvilinear gift, which is a natural evolution of those solid forms preceding it.

It was a free play period that revealed to the editor the appeal made to little children by both the pegboard and the beads. All of the gifts and occupations were placed upon a table and the children told that they might play with any they wished to select. The very youngest children made at once for the pegboard and the beads, which seems to imply that they answer to a need of the little one's developing consciousness.

One real value of the free play period is the opportunity it thus offers the young teacher, of verifying for herself some of the statements of other observers of children, and also of discovering new truths for herself. But it is not necessary nor desirable to have such periods frequently. Even with the usual play periods at the tables the kindergartner must remember that she must not impress her own ideas upon the child. She is there to help him to expression of his own. To help him make clearer to himself his vague notions of himself and the external world.

To the Chairman of the Committee of the Whole:

It is truly hard to find a topic not treated in your magazine, but I should like help along the lines of retributive and corporal punishment, from those of experience. To me personally this has been a source of much worry, since I had in my kinder-

garten here, last year, boys to whom kindergarten punishments, so crushing to the majority, were cause for smirks. It seemed impossible to appeal to them in any such way.

Realizing that no hard and fast rules may be drawn, still I believe some such article would be helpful to many teachers with but few years' experience.

Hazel E. Ramsay.

McKinley Kindergarten, Mason City, Ia.

Not knowing the exact circumstances in such a case, it is difficult to prescribe a remedy. The very basis of kindergarten government is the belief in the individuality of each child which may make quite different treatment necessary even when the law which is broken may be the same, in each case. Different temperaments, different home conditions, different physical needs make different demands.

It may be that some of the children are too old for the kindergarten. If more than six years old such children often make trouble. Possibly one mischievous boy is at the root of the lawlessness. There are times when corporal punishment administered in the right way at the right time works to a charm with little children. If our correspondent, after due diagnosis of the case, decides that such is what is needed we would recommend that she speak to the parent or parents and at teachers' meeting read to them an article in the Outlook for July 5, called "When Corporal Punishment for Children is Right," a "story of personal experience," written anonymously. In fact we suggest that many circles discuss it, as illuminating this very question of discipline. However, if the kindergartner realizes that the mother would be injudicious in administering the needed correction, and would injure or frighten, such treatment should not be recommended.

With such children as think it "big" and "manly" to be annoying, it is a good plan to try to secure their co-operation by getting them to do things for the younger children. Leaving them at home on some excursion day might be efficacious. In playing certain games let them win by good behavior the right to be driver of the fire engine, or leader in the march. Take every possible appeal to

their ambition, not by talking, but by making opportunities for them to show what they can do. Give them things to do that are difficult, yet within their power.

Editor of the Committee of the Whole:

From a recent story by Booth Tarkington, reminiscent of a boy's schooldays, and entitled "A Boy in the Air," I clip the following paragraph which I think has a hint for teachers of all grades relative to schoolroom decoration.

"Above the blackboard, the walls of the high room were of white plaster—white with the qualified whiteness of old snow in a soft coal town. This dismal expense was broken by four lithographic portraits, votive offerings of a thoughtful publisher. The portraits were of good and great men, kind men, men who loved children. Their faces were noble and benevolent. But the lithographs offered the only rest for the eyes of children fatigued by the everlasting sameness of the school room. Long day after long day, interminable week in and interminable week out, vast month on vast month, the pupils sat with those four portraits beaming kindness down upon them. The faces became permanent in the consciousness of the children, they became an obsession—in and out of school the children were never free of them. The four faces haunted the minds of children falling asleep; they hung upon the minds of children waking at night; they rose forebodingly in the minds of children waking in the morning; they became monstrosities alive in the minds of children lying sick of fever. Never, while the children of that schoolroom lived, would they be able to forget one detail of the four lithographs. And by a very simple and unconscious association of ideas, Penrod Schofield was accumulating an antipathy for the gentle Longfellow and for James Russell Lowell and for Oliver Wendell Holmes and for John Greenleaf Whittier, which would never permit him to peruse a work of one of those great New Englanders without a feeling of personal resentment."

S. B. M.

New York City.

The above quotation presents an important psychological truth. We wish some of our correspondents would supplement it by reminiscences of their own childhood memories. Surely a great wrong is done, consciously or unconsciously, when we, by monotonous reiterations of any kind, instill in a child's heart a dislike or hatred of any person or place. Earl Barnes warns of this in his story of the child who was so sick and tired of George Washington, because of the annual serving up of him in the grades, that the High School teacher found it impossible to win that attention and respect for his character and service which would otherwise have been of inestimable benefit in forming the ideals of youth.

To the Chairman of the Committee of the Whole:

Interested by what you said last month, relative to Sunday school work, I write to ask if there are any genuine Kindergarten Sunday schools being

worked out under competent supervision? Is there any material available that will help those who have had no training, but want to conduct the infant's class according to the best pedagogical methods.

S. A. B.

In Chicago, the Hyde Park Baptist church has an excellent Kindergarten Sunday school with a 2½ hours' session. The entire Sunday school was reorganized in 1896, under the late President Harper of the University of Chicago, and has always been largely officered by University instructors. The kindergarten department is part of a fully graded system. The Union School of Religion is maintained by the Union Theological Seminary, New York City. The pupils here are also graded as in a day school; the teachers are paid experts. "The Kindergarten Sunday School," by Miss Frederica Beard, (Pilgrim Press); "Lesson Stories for Kindergarten Grades of the Bible School," by Lois S. Palmer; "The Sunday Kindergarten, Games, Gifts and Stories," by Miss Ferris; "Kindergarten Sunday School Stories from the New Testament," by Laura A. Cragin, will prove very helpful. For a study of the child mind from the religious standpoint two very valuable volumes are "The Pedagogical Bible School," by Haslett, and an "Outline of a Bible School Curriculum," by George William Pease.

The National Kindergarten College, Chicago, undertook to organize a class in Sunday school methods six years ago, but found that there was not enough demand to warrant continuing it.

At the opening of the School of Pedagogy of the New York University, Dean Russell of Teachers' College, Columbia University, gave a most interesting and instructive address upon "Specialism in Education."

He said among other striking things that teachers are twenty years behind the farmers in specializing. Young men entering Agricultural colleges must decide whether they wish to specialize on this course or that—whether they wish to prepare to raise this crop or that, whether the raising of animals or dairying, whether raising vegetables or grains, and many other special lines.

Intensive knowledge and work on one line yields larger crops.

It has been found that one untrained farmer may raise sixty-five bushels of potatoes in good ground, whereas a well trained farmer has raised a thousand bushels in an acre of much poorer soil.

In the same way standards are being applied to teaching, showing as in one case that is reported in the twelfth year book of the National Society for the Study of Education, that children of the same grade in different schools, even schools both of which are considered good, may vary in adding to a great degree, as in one eighth grade class the adding was at the rate of thirty-five combinations per minute, while in another eighth grade class not differently located, the rate was one hundred and five combinations per minute or three times as fast.

Similar differences have been measured in writ-

ing, as in a sixth grade class, the pupils average 58 letters per minute and in another 115 letters per minute, the quality being practically identical.

We know that kindergartners have succeeded in the part largely because of their special training. Now that the tendency is to expect them to cover in their training several years of elementary work let them beware not to neglect their own specialty.

Also let one kindergartner in her post-graduate work take up a specialty and carry it to as nice a degree of perfection as possible, as story telling, or rhythmic work, or even one special line of hand-work. Choose gardening or out-of-door occupations.

Read up everything for a year along this one line. Try to find special courses bearing upon it. Be creative along the line yourself. Experiment. Compare notes with others. Make yourself the best kindergartner in your town along your one chosen line.

This need not lead you to neglect other lines of kindergarten or primary work.

Miss Isabel Parsels, who was for many years head of the training department of the New York City Normal College, always worked to improve each year one subject in the school, as spelling, or writing, or reading, or geography, and found that improving one often helped in raising all to a higher standard. Strive to be an all-around kindergartner, but also specialize.

**Kate Douglas Wiggin**, author of *Rebecca*, was for many years a kindergartner, and began her work in San Francisco, where she is remembered as a pretty blue-eyed girl with a wealth of golden hair, singing and playing with her children about the mystic ring. She was given the first San Francisco school of this kind to practice with, and see if there were any virtues in the system. She found the work of tremendous interest, and the children even more so. Without realizing it, she was at that time absorbing material for some of the truest stories ever told of child life and child character.

Kate Smith's literary firstling, "The Story of Patsy," was written and published to raise money for the kindergarten. It was a heartsome tale of one of the children that came under the young teacher's care. "Timothy's Quest," the story of a waif's wanderings, was also written during the kindergarten days. But soon the urgent call of the editor and publisher took the gifted author away from her school. She married and went east with her husband. There her studies of child life took another turn, and eventually flamed out in "Rebecca."

The friends of Mrs. Marie Kraus-Bolte will be interested to know that she has discontinued her training class after fifty-three years of teaching and will devote all her time to lecturing and writing. In this way, Mrs. Kraus will be able to reach a larger audience, and those who are in active kindergarten service will be able to have the benefit of her wide experience and clear interpretation of Froebelian truths.

## KINDERGARTEN GROWTH

[NOTE:—Under this heading we shall give from time to time such items as come to our notice relative to the establishment of new kindergartens as well as articles or statements in the public press or from noted educators favorable to the kindergarten cause.]

### Boston, Mass.

A public school kindergarten has been established in the Cook school in the South End.

### Old Mystic, Conn.

A new kindergarten room has been established by building an addition to the school building.

### Providence, R. I.

Two new public school kindergartens were opened in this city Sept. 8th, one each in the Slater and the Webster Avenue schools.

### Augusta, Me.

Two public school kindergartens have been established here, one in the new grammar school building and the other in the Williams school.

### New Haven, Conn.

A new public school kindergarten was opened in this city September 6th. It is located in the Jepson building, and Miss Mae Stanton is the kindergartner in charge.

### San Francisco, Cal.

Public school kindergartens have been established in six schools of this city, and it is the policy of the Board of Education to establish others as rapidly as practical throughout the city.

### Salt Lake City, Utah.

Public school kindergartens have been opened in the following buildings: Emerson, Ensign, Franklin, Grant, Hawthorne, Jackson, Jefferson, Lafayette, Lincoln, Lowell, Riverside, Sumner, Wasatch and Whittier.

### Providence, R. I.

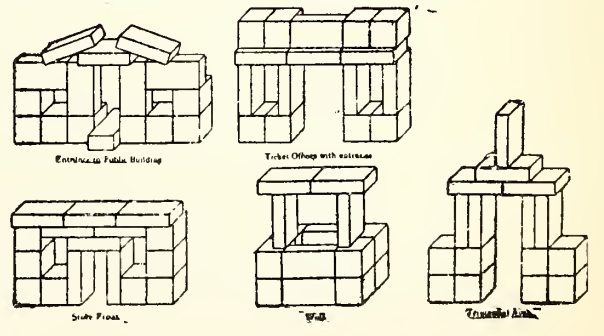
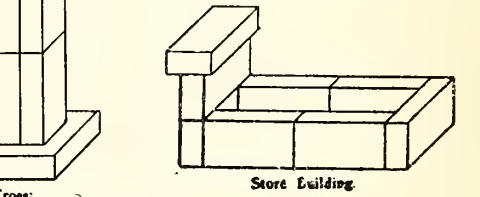
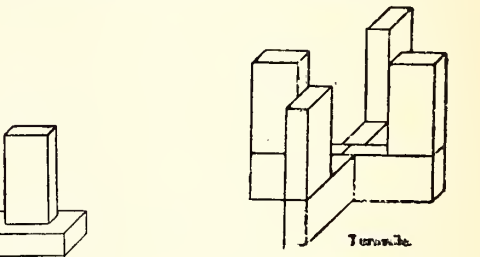
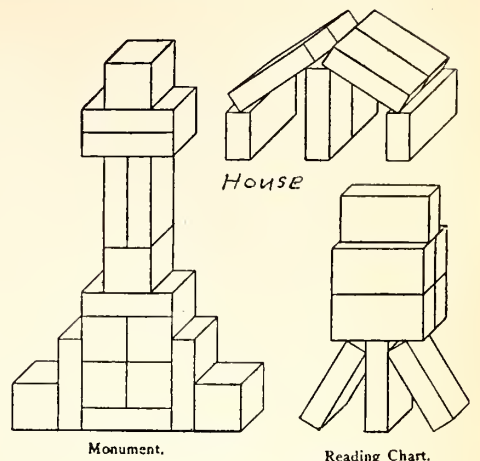
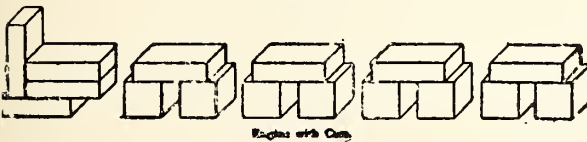
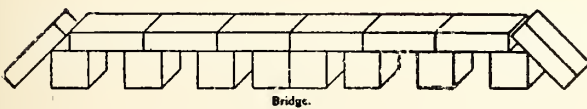
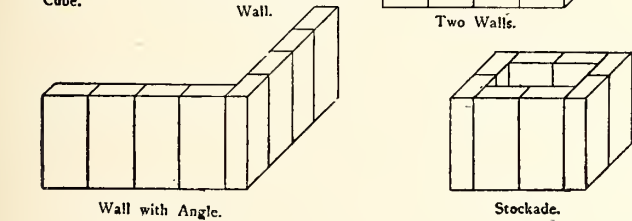
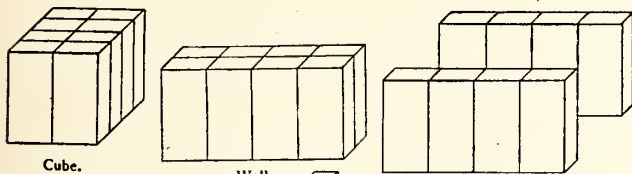
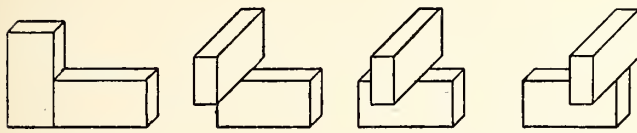
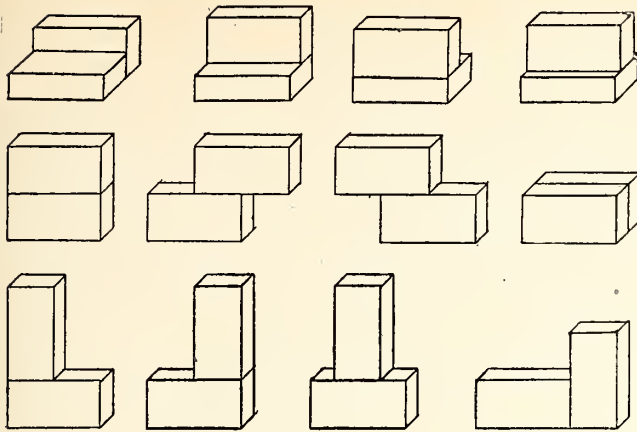
Two new public school kindergartens were opened in this city at the beginning of the school year, one in the Slater school and one in the Webster Avenue school. They are under the direction of the supervisor, Miss Julia E. Pepper.

### Wellesley, Mass.

The Village Improvement Association has just completed a fine new kindergarten building, the cost of which is met by a anonymous contributor. The gift includes the salary of Miss Devereaux and two assistants who will have charge of the work. The building is a modified classic in exterior design, and is fireproof throughout. It will be heated by hot water and lighted by electricity. There are three rooms for the three different classes, and a glass conservatory is to be added where the children can raise and study plants. The basement contains a suit of rooms for the janitor. Children will be admitted between the ages of 5½ and 6 years.



## Some Simple Suggestions for Block Laying---Fourth Gift.



### ANSWER CARDS AS INCENTIVE.

Pupils like varied ways of working so I sometimes let the multiplication class use answer cards. I write the problems on small cards and place the answers which they must obtain to be correct on large sheets of cardboard ruled into oblong spaces. The problem cards are placed by the pupils in the blank spaces above the proper answers when the correct answer is found. The small problem cards are in envelopes. The children will work to get the exact answer and I find that valuable time is saved—Selected.

"Already 21 counties in California out of the total of 58 are maintaining county free library work," says a recent report of the United States Bureau of Education, "and many more are preparing to adopt it. With a central office and storehouse established at the county seat, and with branches throughout the county, the people even in the remotest districts are receiving a library service possible in no other way."

The Rockefeller Sanitary Commission for the Eradication of the Hookworm has treated 400,000 cases in the past three years.



### PAT-A-CAKE.

Come, my baby, you shall make  
Mother dear a little cake.  
Roll it this way, roll it that,  
Pat the cake all smooth and flat;  
Mark it there, and mark it here—  
There's a cake for mother dear.

Baker, is your oven hot?  
Bake my cake, but burn it not.  
Here's the oven, hot and ready,  
Toss the cake in, straight and  
steady.

Bake it brown, and bring it here,  
Baby's cake for mother dear.





## MOTHER PLAY PICTURE

### "PAT-A-CAKE"

Kindergarten-Primary Magazine, Nov., 1913

Note.—This picture can be detached and placed on the wall or used otherwise in the Kindergarten.

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

Suggestions From the Kindergarten Occupation of PAPER FOLDING.

By JENNY B. MERRILL, Pd. D., New York City

In "The Paradise of Childhood," a kindergarten guide book, we read that "Froebel's sheet of paper for folding, the simplest and cheapest of all materials of occupation, contains within it a great multitude of instructive and interesting forms. Almost every feature of mathematical perceptions, obtained by means of previous occupations, we again find in paper-folding. It is indeed a compendium of elementary mathematics, and has, therefore, very justly and judiciously been recommended as a useful help in the teaching of this science in public schools.

Lines, angles, figures and forms of all varieties appear before us after a few moments' occupation with this material. The multitude of impressions should not misguide us; and we should always be careful to accompany the work of the children with conversation for the relief of their young minds."

The mathematical phase of paper folding is certainly interesting and helpful to the teacher, but it is not the first point of contact with the child's interests.

Is it not exceedingly practical "to fold"? We have to do it all through life. The child and the ignorant adults "wad" things together, but "folding" is an act of order and intelligence. It can only be acquired gradually in its nicety. Exactness cannot be expected at first. With the youngest children in the rural school, we should not approach this occupation through lines and angles, and mathematical forms, interesting and instructive as these will become as we proceed, but rather through the child's desire to make something of interest to him that requires folding. The folding should come as a help to secure a desired result.

I well remember as a child that a season came around every year when the boys on our city block set up little stores in their front yards and sold to the girls for so many "pins" various little paper articles as boats, kites, boxes, pinwheels. These paper objects were fascinating to my childish imagination and I longed to be introduced to the mystery of the many folds required to produce them. Doubtless Froebel, as a child in Germany, learned to make these little forms, or else he observed others making them. They have been passed on from generation to generation since inexpensive paper became available. If a teacher happens not to know how to fold such little objects let her call the older boys and girls to her rescue, or find a mother who "knows how," and from one she will learn one fold and from another, another until she has at

least enough capital to begin with! Let the children teach each other. Let them try to make anything they wish to make of paper—in short let them be self-active, let them be creative.

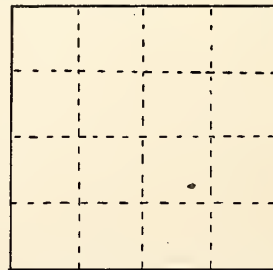
As we have shown in other articles Froebel recognizes in his outlines (1) forms of life; (2) forms of knowledge, and (3) forms of beauty. These forms all appear in the regulation course in paper-folding, but before trying a regular course let the children experiment with the material. Is not experimenting the road man has followed in acquiring power to use animal skins, bones, stones, barks, woods, clay, copper, gold and any and all materials?

Let the children then show you first what *they* can make out of a piece of paper. I have a collection of crude things thus made by children that have so much of the child in them that they mean more to me than the logically developed forms of the adult mind.

Not the least value in this experimental work is the *desire that arises to be instructed*, to learn how by imitation or direction. The child soon feels his own incompetence.

After a little direction, a little instruction, then may come a second period of self-effort, of self-direction, of invention, of imitation on the part of the child. Do not think this child effort useless though the results may be very crude. The child's effort to *start*, to *imitate*, to act independently, is very important for the child's development of will and character. He follows our lead too much.

It is true, however, that this occupation of paper-folding lends itself to direction, to many interesting logical sequences as the children advance, and especially in the grades. For example, folding may be utilized in the study of fractions to advantage, and even earlier it will help in addition and multiplication. The child after folding, for example, a "checkerboard" has before him sixteen small squares. He is led to count one row, two rows, three rows, four rows. Then

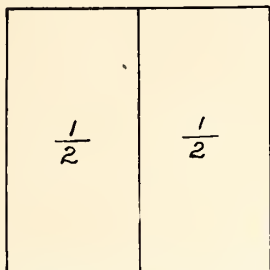


one four, two fours, three fours. He may read from his "checkerboard" one four, two fours are eight, three fours are twelve, four fours are sixteen.

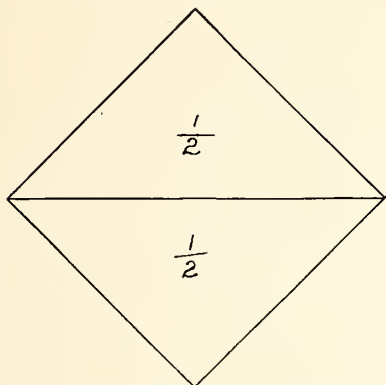
Then again, all the plain figures may be made from

the square and circle by a succession of folds. The terms diameter, diagonal, center, circumference, radius, arc may be written upon the paper square and circle as they are developed. Angles may be named.

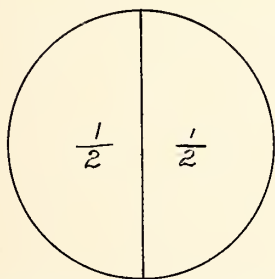
To take up the matter of fractions more in detail. Let a square be folded once, bringing four corners together, then again bringing only two corners together. In each case we secure two halves. Let the children write after folding several pieces as follows:



$\frac{1}{2}$  plus  $\frac{1}{2}$  equals two halves



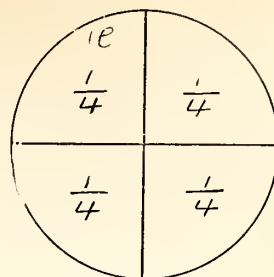
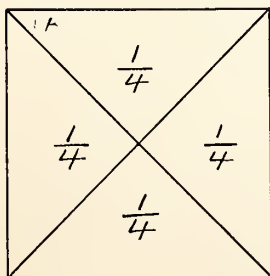
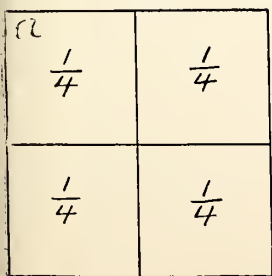
$\frac{1}{2}$  plus  $\frac{1}{2}$  equals two halves



$\frac{1}{2}$  plus  $\frac{1}{2}$  equals two halves

Later, two halves less one-half equals one-half.

A second fold brings quarters and a more extended series of simple examples as:



$\frac{1}{4}$  plus  $\frac{1}{4}$ , plus  $\frac{1}{4}$ , plus  $\frac{1}{4}$  equals four quarters.

$\frac{1}{4}$  plus  $\frac{1}{4}$  equals  $\frac{1}{2}$ .

$\frac{1}{4}$  plus  $\frac{1}{4}$ , plus  $\frac{1}{4}$  equals three-quarters.

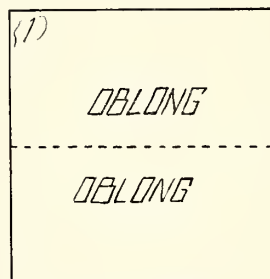
Teachers of fractions will realize the advantage of this simple, concrete method of illustration and should extend it sufficiently to make a background of real experiences. It is interesting to the child in subtracting to cut down to the center and so hold one quarter out of sight. It is not necessary to extend this practice further than eighths and sixteenths on the square.

(Thirds and ninths may be illustrated with the fifth gift. It is well to vary materials in illustrating so that the child will gradually see the fraction is not dependent upon the material or form.)

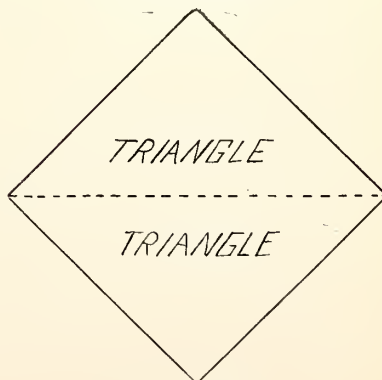
With these few examples, I leave the teacher to be inventive herself in using paper-folding in the elementary grades to develop and impress mathematical concepts even up to the sixth or seventh year of school.

2. A second series of folds of which I will speak, leaving the teacher in a rural school to apply it to whatever children seem ready to enjoy it, is the folding of the plain forms from both square and circle. (These forms are the forms of knowledge.)

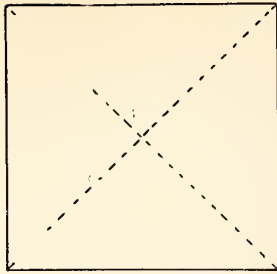
The simplest folds give the oblong or rectangle and the triangle as:



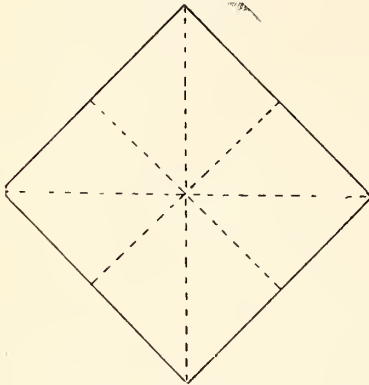
Two oblongs



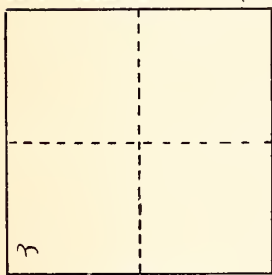
Two triangles.



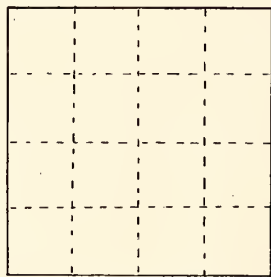
Four Triangles



Eight Triangles.



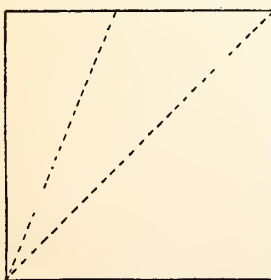
Four squares.



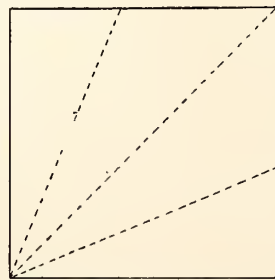
Sixteen squares

The variety in size of squares and triangles helps to lead on to the abstract idea of the plane form. (It is to be understood that the square is *folded* on these dotted lines and then opened. The forms may be cut on the lines after folding if desired, and then put together like a puzzle.)

The young children are interested in the "kite" form. The name trapezium and trapezoid should be given to the advanced classes only as:

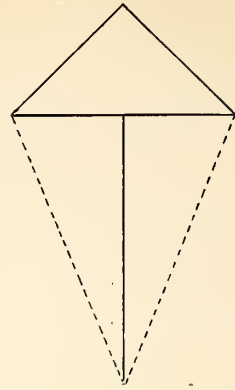


Trapezoid. (1)



Trapezium or Kite Shape (2)

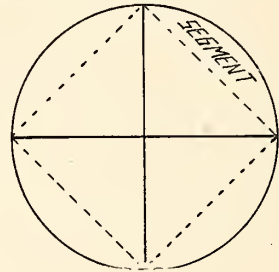
(Fold sides of square to reach diagonal)



The trapezium has no two sides parallel. A trapezoid has two sides parallel.

In the figure (1) fold a diagonal and turn one side of the square into it. In figure (2) fold two sides of the square to the diagonal until they just meet. Study the new triangles with older children.

It is interesting to turn the circle into a square by



folding down the four segments. The semi-circle and quadrant are easily obtained and also smaller sections of the circle if desired. The hexagon and octagon may be developed by a bright child. Circular measure can be illustrated in connection with the measurement of angles and the application in teaching latitude and longitude later will be apparent. [Consult chapter on Paper-Folding in "Education by Development," Froebel.]

FORMS OF BEAUTY

In folding the square regularly by the law of opposites, certain symmetrical forms appear which may be modified slightly according to fancy into forms of beauty; flower and star forms, they may be called at first. The series of such forms developed in the old schools of paper-folding are very fascinating to older children and even to adults, but are quite inappropriate for young children.

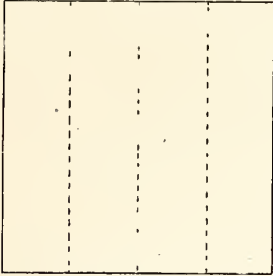
The vast amount of time spent upon this fancy folding in training classes has led to many beautiful designs. I think it a mistake, however, to spend so much time upon it as many do. Now let us return to the beginners.

FORMS OF LIFE

Very simple life forms may be introduced in the first year. The child by simply doubling the square sees readily the resemblance to a little book; or is it not better to propose the problem? Fold the paper like a little book. It is well to furnish four or five squares of paper of different colors and let the child fold them all just once, and possibly pin them together

for the leaves of the little book. In this case, use one color for the cover and plain white for the leaves. The child may wish to paste some pictures in his book, or draw in it.

The single fold or doubling of a circle suggests a rocker. It is well to encourage making one fold many times with both squares and circles before suggesting a second, for if the child can make this one fold well, the results will be happier as he advances. For example, after the interest in the book-making is over, suggest standing the folded squares so as to look like a row of tents or connect two "books" standing to make a screen. One can build, as it were, with the paper forms. Do not leave the one fold too soon. It is sufficient to interest for some time. Then come shutters and doors. Fold outer edges to the center to make doors or shutters. The children like to open and shut these flaps. With exactly the same folds, see if the children can place the folded form so that it will stand like a table.



Doors—Table

(Fold outer edges to the centre to make doors or shutters.)

Folding the four corners of a square to the center starts a new series that can be varied in several ways. The center of course is found first by folding on both diagonals or both diameters. Turning the paper over and folding the four corners again to the center makes a smaller square, and this smaller square may be varied into many forms. If the Kraus Kindergarten guide is in the school library, consult it, but remember it is quite possible to find some one in any community who is able to show a teacher the routine forms that have been passed from one to another for so many years, if they are required.

Our purpose in these days of changing standards in both kindergarten and school, is to use folding naturally, as it is needed in constructive work, rather than to teach it for its own sake in these logical series. Motives that are "worth while" should guide the child.

It is, let us say, by way of illustration, desired to make some Christmas gifts that require folding, or we want to make envelopes for our Christmas invitations. The occasion calls for folding, and the motive has a driving power. The child wills to fold and fold carefully because he is aiming for a desired result. It is often well to show a finished form that is attractive to a child, thus awakening a desire to make it, as for example, a folded purse for a penny. Show several times how to make it. Then let the children try,

helping each other out as far as possible while the teacher is busy with other children, until they succeed. Knowing what they are trying to make fixes a goal.

Soldier caps are desired for a parade, let us say, or valentines for St. Valentine's day, or a postman's bag to be used in the game of "The Postman," or again, a basket for May day is the object desired. The very problem seems to give power to little fingers. The doll's house must have furniture, as chairs, sofas, beds, table covers, picture frames. Wooden furniture is now often made but stiff paper is more easily obtained and very good furniture can be folded from it.

Dolly needs a carriage, a little bonnet, perhaps, and the need awakens thought and thought works the muscular system. Who found out how to fold so many pretty forms? Why not you and you and you as occasion arises? Yet we must never lose sight of the value of patterns and imitations. Miss Patty Hill says: "Imitation and invention are the two legs upon which both the child and the race have walked in reaching the best that the race has accomplished in the past, as well as in discovering greater and better things for the future.

Early life is enriched by the absorption of these varied patterns through imitation, and later this furnishes a fine basis for that selection and recombination of elements which are necessary for invention and creation."

Miss Luella Palmer in a recent article in the Psychological Clinic, says: "Instead of dictation or arbitrary limitation in the use of material, problems are now presented to the children which seem vital to them and which they are anxious to solve. The visible results may often be the same as those achieved by the earlier methods, but they have developed within the child an entirely different attitude. He becomes alert to problems in his environment and to reasoning out the ways in which they can be solved. By these means the child is developed individually and socially."

Three-fourths of the teachers in Alabama are holding their first position. Only seven per cent of the teachers now employed have taught more than two years.

The foreign interest in American physical education movements is shown by the fact that a recent German periodical devoted its leading article to "The Camp Fire Girls of America."

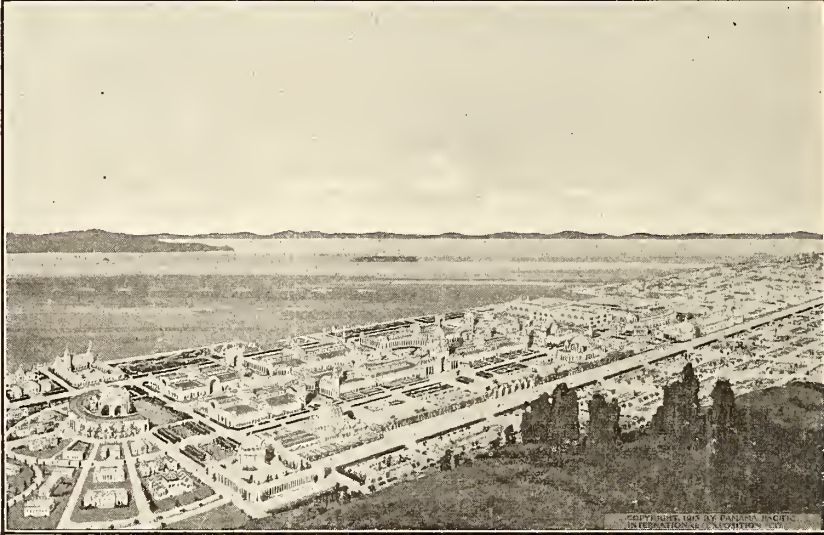
To promote moral education in the schools of France independently of religious doctrine is the object of the "French League for Moral Education." The league offers a first prize of \$1,000 and other prizes amounting to \$2,000 for contributions to a bulletin which it publishes.

The Government of Belgium has invited the United States and the separate States to be represented at the First International Congress of Cities to be held in Ghent in July. The congress will be devoted to the two main topics of City Building and the Organization of Municipal Life.

### EDUCATIONAL CONGRESSES AND EXHIBITS AT THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION.

**Dates.** The Panama-Pacific International Exposition will open in San Francisco on February 20 and close December 4, 1915, a period of nine and one-half months—from Winter to Winter.

in Salt Lake City in July, the directors recommended that the 1915 meeting be held in Oakland, just across the bay from San Francisco and within an hour of the exposition grounds. The directors also recommended that an International Congress on Education be held in Oakland in 1915, under the general direction of a commission of thirty-four educators, with Commissioner P. P. Claxton as ex-officio chairman and D. W. Springer as ex-officio secretary.



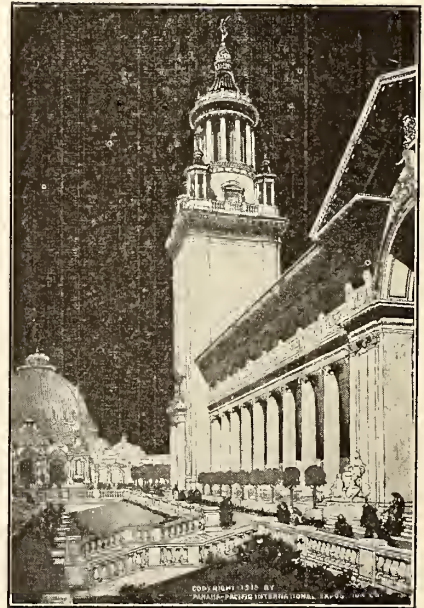
### DAYLIGHT PERSPECTIVE OF THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION, San Francisco, 1915

The relative height of the buildings may be judged by the fact that the Tower of Jewels in the center of the picture is 430 feet in height, dominating the architecture of the Exposition.

**The Grounds.** The Exposition grounds contain 625 acres in the "Harbor View" section, forming a natural amphitheatre overlooking San Francisco bay and its "Golden Gate" entrance from the Pacific. These grounds include part of the United States military reservations—the "Presidio" on one end and "Fort Mason" on the other. The Exposition grounds extend over two miles on the water front and average one-half mile in width.

**Educational Exhibits in San Francisco.** The keynote of the Exposition will be Education as expressed both through exhibits and congresses. The Educational exhibits will seek to show progress since the St. Louis Exposition in 1904. Already many states and nations have applied for space in the Palace of Education. Full information regarding plans and space may be secured by writing to James A. Barr, Chief, Department of Education, Exposition Building, San Francisco. The Palace of Education is in process of erection and will be completed by December 1, 1913—fifteen months before the Exposition opens.

**Congresses.** James A. Barr, who, for the past year has been manager of the Bureau of Conventions and Societies of the Exposition, has been appointed Chief of the Department of Education. He will have general charge of all congresses and conventions as well as of all educational exhibits. Doctor Irwin Shepard, for twenty years Secretary of the National Education Association, has been appointed National Secretary of the Bureau of Conventions, in San Francisco. Up to this time 151 congresses and conventions have been scheduled for San Francisco or nearby cities in 1915. At the meeting of the National Education Association held



### PART OF PALACE OF EDUCATION AND ITALIAN TOWER

In the Court of Palms looking toward the Horticultural Building



## STORIES AND SUGGESTIONS FOR STORY TELLING

### WHY HERMAN CRIED.

SUSAN PLESSNER POLLOCK

"You are indeed a foolish little fellow," said Grandma to Herman, as one big tear after the other fell from his eyes. Herman sat on the doorstep in front of the little house in the wood. Gertrude stood beside him and dried each pearly tear as it rolled down, with the corner of her little apron.

But what was it that had happened? Just somebody guess why Herman cried— I should not have guessed it myself, if I had not known. Herman cried because he had not also had so wonderful and charming a dream as his sister Gertrude had had. Dear Gertrude would gladly have given him half of her dream, for the brother and sister divided every good thing which they received; but a dream cannot be divided like an apple. Gertrude had described to the smallest detail and particular everything that Mr. and Mrs. Pessumehr had had on,— how beautifully Mousie had looked as pony, how excellently he had galloped, but the more Gertrude told, the sadder Herman was. "Some one told me once about a child," said Grandma. "This child was very much petted and spoiled,—his dear father and mother gave him many beautiful things and tried to fulfill his every wish when they could make it possible. The parents were good—but they did wrong to let their child grow older with the thought that he could have as his own, everything that pleased him; one cannot have everything that pleases him, he must learn to deny himself much and to be glad when others have nice things. The child of whom I speak had not learned this and one time, on a glorious night (one summer evening it was), he was taken into the garden. The light of the moon filled the garden with radiance, it made the trees and flower-beds look like glistening silver and the great round moon itself was reflected in the beautiful pond in the middle of the garden; it was truly a fairy picture. 'That will I have,' called out the child, and insisted that the gardener should bring the boat from the boat-house and row out upon the water and fish up the moon for him, and when the gardener declared that that was an impossibility, the child burst out crying and screamed and scolded."

Herman and Gertrude both laughed to think that anyone could think that they could have the moon—"One must surely laugh over such a foolish child," said Grandma—but "Hm— Hm—" she coughed softly, and then followed a thoughtful silence of a few moments. Grandma always had such a cough when she told something that meant Gertrude or Herman. Gertrude looked in embarrassment at her

brother—and Herman became red over his whole little face, but quickly he recovered himself, seized Gertrude's apron, wiped his tears all away and sprang up. Throwing his arms around his Grandma's neck he said, "I will not be so silly—I will not have a moon reflection. I know well, Grandma, that you mean Gertrude's dream is like a moon reflection."

"Yes, my heart's treasure, that is just what I mean, who can fetch you a dream? No one can do that any more than they could fish the moon-pictures out of the pond—for the little boy. I am so glad that you so soon remembered yourself, for I was greatly astonished at my reasonable boy to think that he could be so foolish. One could excuse the child about whom I told you for his folly because he was spoiled by his parents, who had granted him every wish; he therefore gave no thought to the matter when he expressed a desire for something, but expected immediately to receive it. Your father and mother, dear Herman, are however very careful; they tell you that to deny yourself at times and do without things that you want, must be learned. Things are divided very differently to people in this life—for you to wish for what belongs to another is to be envious, and that is very sad, because it makes everyone unhappy and is wrong.

Mr. Pessumehr is very rich—shall you wish for his fine place and his conservatories of flowers? No, indeed. They are for him to take care of and be responsible for. You live in this beautiful wood in your own dear little home, others live in smaller rooms with no beautiful wood, but they have other interests, each must live his own life and try to help others; dear child, one must learn to rejoice when another is happy. Be willing for Gertrude to have the fun which her comical dream gave her, and be glad she told you about it.

FRIEDA.

The next story is to be "Doll Lizzie's Birthday."  
Goethe in Germany, Sept. 22, 1913.

### SQUIRREL-RED.

MARY E. COTTING

In a right cosy place in one of the tumble-down farm buildings there lived a family of squirrels. Every day the father went off to get something for his family to eat.

One clear, sunny morning he started off in good cheer little thinking what might happen before night.

With a scurry and a flurry he dodged along the wall, darted through the hazel bushes, perched on a post and jumped upon the old apple tree, from the limbs of which hung several frosted apples. For some days he had thought these apples would make

choice eating for the family; and never would there be a better time to use them than right now.

Scurrying into the tree top he sat upon his haunches, reached his head upward, and with nose and mouth poked and twisted an apple free. Quick as a flash he caught it between his paws. O, how good it did smell. Was ever morsel more tempting? Just one little nibble to test its deliciousness—and that would be all. Then home he would hurry with his treasure to his family.

One nibble, two little nibbles, and —dreadful to tell—many, many more nibbles followed till the whole apple was gone—even the fine, meaty seeds, which he had meant so surely to carry home.

Sorry little squirrel. There he sat on his haunches with the smell and the taste of the very best apple to remind him that he had been selfish.

Nuts had not been plenty all the autumn and there was no use to hunt for any to carry home. The only thing he could do was to scurry to the corn-house and fill his cheek-pockets with corn, which, perhaps, the family would enjoy almost, if not quite, as much as frozen apple, and apple seeds.

For a long time the rest of the apples hung upon the tree; but Father Squirrel never went near the part of the orchard where that tree grew. He never knew how hard old North Wind had to work to loosen those other apples, or what a feast some winter birds had one morning when they were having a hard time to find any breakfast.

What do you suppose was the reason Squirrel-Red never went back to the orchard to find out what had become of the rest of those apples?

### SIMPLIFIED SPELLING

The committee on simplified spelling of the Illinois State Teachers' association, its office in Oak Park, is making efforts to get in touch with a few scholarly men or women who are interested in encouraging the use of simpler spelling and are desirous of devoting their service for a year and maybe longer, at a fair compensation, in a quiet campaign of explanation and persuasion in promotion of the movement within the North Central states, the field to which this committee is confining its systematic labor at present.

It is felt that suitable persons for the work must measure up in general attainment and personality to the average of college professors or city school superintendents, must be familiar in a general way with the history of our spelling and with the verdict and arguments of the entire realm of philological scholars in favor of rectifying it, must have something of a record in meeting men of affairs and bringing things to pass, must have some ability on the platform and with the pen, and be willing to travel in developing acquaintance with the movement and interest in it on the part of publishers, editors, authors, large printeries, educators, school trustees, railroad, insurance, mercantile and industrial managers and other large advertisers, etc.

Replies should include a few of the most pertinent facts in the individual's record with a personal reference or two, and especially what salary would be expected and in what particular line of effort he would expect to prove most efficient in promoting the wider use of the few simplified spellings already launched.

Address the committee as above. Its members are: Dr. E. J. James, president State University of Illinois, Urbana; Dr. A. W. Harris, president Northwestern University, Evanston; Rev. William E. Barton, minister First Congregational church, Oak Park, and Editor *The Advance*; E. C. Rosseter, district superintendent schools, Chicago; Prof. Nathaniel Butler, University of Chicago; Dr. William B. Owen, president Teachers' College, Chicago; Rev. Samuel Fallows, bishop Reformed Episcopal church, Chicago; Rev. R. A. White, minister People's church, Englewood; Dr. W. A. Evans, editorial staff *Chicago Tribune*; Dr. Thomas McClelland, president Knox college, Galesburg; Dr. David Felmley, president State Normal university, Normal; Prof. C. L. Esbjorn, Augustana college, Rock Island; R. E. Hieronymus, secretary State Education Commission, Eureka; Wm. Hawley Smith, author "Evolution of Dodd," etc., Peoria; E. O. Vaile, chairman, Oak Park, Illinois.

### THE MONTESSORI METHOD.

Relative to the Montessori method would say, while I have had no personal experience with the material, in April of this year I had the privilege of witnessing the effect of the "Silence" period upon the children in Miss George's Montessori School in Washington.

While the rest period in kindergarten is in some ways similar to this silence period, there was in the latter a subtle difference which came from an inner realization of the meaning of control on the part of the children. They were all occupied with different kinds of material, playing happily and eagerly when Miss George stepped to the blackboard and wrote the word "Silence." Immediately the atmosphere seemed charged with an effort which resulted in silence. Materials were quietly put in their places and shades lowered, the children whispering quietly meanwhile. Then all was still, each child sat in a relaxed position and Miss George very gently whispered a name, and its owner walked over to her and said a word or two, which revealed the complete understanding which existed between teacher and pupil. The silence lasted about ten or fifteen minutes, and during that period no child attempted to break the silence and at the end of it seemed completely rested.

A spectator could feel that silence was not an imposition on the part of the teacher, but an inner need understood and satisfied. It was an outcome of control gained through clear images of control in walking, breathing, sitting still, etc., and revealed its great educational value in the building up of poise and true reserve force."—Dora W. E., Rochester, N. Y.

"The articles I felt most helpful in the last year's magazines were those by Dr. Jenny B. Merrill and Dr. Hailmann, and those which dealt chiefly with the underlying principles of kindergarten work. My suggestion for next year would be a request for articles on *Child Study*, i. e., how to appeal to the instincts of the child, and what instincts should receive most attention during the kindergarten period—images and their meaning—how we can give and strengthen images."—Dora W. E., Rochester, N. Y.

### Department of Superintendents.

The next meeting of the Department of Superintendents will be held at Richmond, Va., February 23—28, 1914. The headquarters' hotel will be The Jefferson. The evening meetings of a general character will be held in the City Auditorium, which has a seating capacity of 4000. The general day meetings will be held in the High School Auditorium, seating 1300 people.

The Jefferson is located about midway between the business center and the City Auditorium. The High School is located one block off Broad street, the chief retail street. The Murray Hotel and the Hotel Richmond are only two blocks from the High School.

D. W. SPRINGER, Secretary

### New York

The next meeting of the New York Public School Kindergarten Association will be held November 19th at 4:00 P. M., the feature being an address by Dr. Frank M. McMurry, Professor of Elementary Education, Teacher's College. Topic, "Report on Kindergartens of the City."

### Hartford, Conn.

Mary G. Allerton of the Ethical Culture School, New York City, will deliver an address before the primary and kindergarten sections of the State Teachers' Meeting, October 24th. Subject, "Dramatization and Play in the Primary Grades."

### Minneapolis, Minn.

The kindergarten section at the annual meeting of the State Teachers' Association here has an admirable program which includes an address by Dr. Frank McMurry, of Teachers' College, Columbia University, entitled "The Resulting Changes in School Practices;" also an address by Miss Julia Wade Abbott, of Winona Normal; subject; "The Development of the Initiative." Stella A. Wood is among those who will take part in the discussion.

### Ann Arbor, Mich.

Following is the program for the kindergarten department of the State Teacher's Association to be held here October 30 and 31, and November 1.

Chairman—Miss Regenia Heller, Detroit.

Secretary—Miss E. Mae Raymond, Kalamazoo.

I. Thursday, October 30, 1913.

8:00 P. M., Unitarian Church.

Address—"The Greatest Danger of American Children," Dr. Earl Barnes, Philadelphia.

Address—Mrs. Gudren Thorne-Thomson, Chicago.

Business Meeting.

II. Friday, October 31, 1913.

9:00 A. M., Unitarian Church.

Joint meeting with the primary section.

Address—"Application of Recent Results in Experimental Psychology to Elementary Teaching," Prof. H. A. Ruger, Columbia University, New York City.

Address—Prof. F. S. Breed, University of Michigan.

### Nashville, Tenn.

At the meeting of the Department of Kindergarten Education in connection with the annual meeting of the Southern Educational Association, to be held here October 30th and 31st, and November 1st, Miss Netta Faris, Supervisor of Public School Kindergartens, Cleveland Ohio, will deliver an address. Subject—"The Kindergarten and the Montessori System and their Application to Modern Educational Practice in America."

## BOOK NOTES

*Schürmer's Music Spelling-Book*, by Anice Terhune. Paper. 44 pps. Price 30c net. Published by G. Schirmer, New York.

A simple and straightforward method of teaching beginners to read music.

*Pinocchio Under the Sea*, translated from the Italian by Caroline M. Della Chesca. Edited by John W. Davis. Illuminated cloth, 203 pages. Published by MacMillan Company, New York. Price \$1.25.

It is a most interesting tale for Children, describing in story form the habits and characteristics of a large number of the inhabitants of the deep. While enjoying a pleasant tale, real definite and accurate information is secured.

*Children's Book of Christmas Stories*. Edited by Asa Don Dickinson and Ada M. Skinner. Illuminated cloth, 335 pages. Size about 5¼x7½. Price \$1.25 net. Published by Doubleday, Page & Co., Garden City, New York.

These stories for "big, middle-sized and little children" are all so saturated with the true Christmas spirit that this book is sure to be a perennial favorite of the Christmas season in household, school, and public libraries. Librarians, teachers and parents have long felt the need of just this kind of book. Strange to say, it is the only one in its field.

*When Great Folks were Little Folks*. By Dorothy Donnell Calhoun. Cloth, 174 pps. Published by the MacMillan Co., New York. Price 40c.

This book contains stories of the child life of the following persons: Benjamin Franklin, Charles Dickens, Rosa Bonheur, John James Audobon, Clara Barton, Henry Wadsworth Longfellow, Clara Morris, Ulysses S. Grant, Queen Victoria, Thomas Alva Edison, Eugene Field, Horace Mann, Kaiser Wilhelm of Germany, and Helen Keller. Instead of dealing with the adult life history and life work of famous men and women, the volume contains stories of their childhood, the period of life that appeals most to the sympathies of children. It is hoped that these stories will so stimulate interest that the pupils will be eager to know about the later lives of these great characters.

*Damaged Goods*, by Upton Sinclair. Cloth. Price \$1.00 net. Published by John C. Winston Co. Philadelphia.

In this volume the great French play "Les Avaries" by M. Brieux is novelized with the approval of the author. The play which deals with the sex question, especially as relates to disease, was presented at the National Theater in Washington last April, with a view to ascertaining, before presenting the matter to the general public, the opinion of noted statesmen, clergymen, professional, and business men, as to the effect upon the American people. It was presented with all the impressiveness of a sermon, with all the vigor and dynamic force of a great drama, with all the earnestness and power of a vital truth, and in many respects the presentation assumed the aspect of a religious service. All seemed to agree that the presentation of the play in America would accomplish much good. It is a book that should be read by all who have the welfare of the people at heart.

# NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

By Laura Rountree Smith



A Pilgrim Play.

This is the Mayflower, as you know, (palms together),  
The Pilgrims sailed in it long ago.

They built a loghouse strong and warm, (clasp hands)  
To keep the family safe from harm.

Inside they hung a kettle round, (thumb and fingers touching)  
On three sticks above the ground. (Hold up three fingers).

The fireplace was large and wide, (extend arms)  
And bright the fire burned inside.

They rocked the cradle to and fro, (rock with right hand)  
To make the baby sleep, you know.

The spinning wheel turned slowly round, (whirl right hand)  
With a pleasant whirring sound.

Oh, Pilgrim boys and girls at play, (rise and bow)  
We hope you'll call again some day—

## Jolly Jack o' Lanterns.

Jolly Jack o' Lantern likes to play,  
Upon the gatepost at close of day, (pointing up)  
Come, clasp your hands and nod your head, (clasp hands, nod head)

And go to sleep like one in bed— (bow heads low).

Jolly Jack o' Lantern's eyes are bright, (point to eyes)

He stares through the window so late at night,

Come, clasp your hands and nod your head, (the same as before)

And go to sleep like one in bed—

Jolly Jack o' Lantern has mouth and nose, (point to them)

And they are quite useful to him, I suppose,

Come, clasp your hands and nod your head,

And go to sleep like one in bed—

A child with Jack o' Lantern runs in and the children all circle round him saying:

"Little Jack o' Lantern you may laugh and shout,  
But Little Jack o' Lantern you cannot get out—"

This child tries to break through the ring and when he does so the little play is ended.

This little play should help the children to get over any fear of a lighted Jack o' Lantern.

## Thanksgiving Day.

The children sit down in chairs in a row when they recite the second verse of the poem and they go through motion of "cracking whip, etc. They each carry a large pasteboard letter. The letters spell the word "Thanksgiving."

T. Thanksgiving Day has come once more,  
The sleigh is waiting by the door.

H. Happy children get inside,  
For we all will have a ride.

A. And we all will sing and say,  
"Welcome, good Thanksgiving Day."

N. Now, crack the whip, away we go,  
Faster, faster, over the snow.

K. Keep this little thought in mind,  
To every one today, be kind.

S. Sleighbells ring as on we go,  
Merry winds of winter blow.

G. Going on away, away,  
We enjoy Thanksgiving Day.

I. Into grandma's house we may,  
Go to spend Thanksgiving Day.

V. Very happy, tucked in warm,  
The blanket keeps us safe from harm,

I. In and out and round about,  
We ride away, we laugh and shout.

N. Never pause, now fast, now slow,  
We will say, "Go Dobbin, go—"

G. Give three cheers, we're all away,  
Hurrah, hurrah, Thanksgiving day.

**Thanksgiving Game.**

The children stand in two lines facing each other. They choose Winter and Thanksgiving Day, one from each line.

The children in the first line sing:

Who will ride? Who will ride,  
On Thanksgiving Day?  
Side by side, side by side,  
On Thanksgiving Day?

The children in the second line sing:

We will ride, we will ride,  
On Thanksgiving Day?  
Side by side, side by side,  
On Thanksgiving Day?

The children in the two lines change places. Winter now runs through, between the lines saying:

Who will come out with me, pray?  
I am looking for little Thanksgiving Day-

2nd.

In am thankful for father and for mother,  
Thankful for little baby brother,  
And thankful for sister, as you said,  
And for my little shoes of red-  
I take them with me up to bed,  
My pretty little shoes of red-

3rd.

I am thankful for father and for mother,  
Thankful for little baby brother,  
Thankful for my sister, quite,  
And for my little shoes of white.  
Is it not a pretty sight?  
Shoes of blue, and red and white?

**Scale Song.**

Hear the merry sleighbells ringing,  
While the children all are singing,  
What care we though it is snowing?  
In the sleigh we all are going.

"The mental states make the man." The teacher's troubles can be reduced by reducing the mental worries.

L. Rountree. Smith. Thanksgiving Game.

Who will ride? Who will ride? On Thanksgiving Day? Side by side, side by side

On Thanksgiving Day?

Little Thanksgiving Day runs out between the lines saying:

I will ride out in the sleigh,  
I am little Thanksgiving Day-

These two children run through the lines and out. The children in the lines repeat song and change places as before.

Winter and Little Thanksgiving Day now run through the lines again saying:

Who will ride out in the sleigh?  
With Winter and Little Thanksgiving Day?

And two children may quickly follow them. The game continues until very few children are left standing in the lines.

The children in the lines may then suddenly say, clasping hands with those across from them:

Tip over the sleigh, tip over the sleigh,  
Here comes Little Thanksgiving Day-

They catch Little Thanksgiving Day on his way through and the game is ended.

**Little Shoes.**

(This recitation is to be given by three little girls who wear or carry shoes of blue, red and white).  
1st.

I am thankful for father and for mother,  
Thankful for little baby brother,  
Thankful for my sister, too,  
And for my little shoes of blue-  
Tell me really, wouldn't you,  
Like these little shoes of blue?

**Topeka, Kansas.**

Miss Helen McClintock and Miss Gertrude McClintock purpose to establish a private Montessori school for children of this city from 2½ to 6 years of age.

Miss Gertrude McClintock recently visited the Montessori schools in Italy.

The cities of Ulm and Frankfort, in Germany, are trying a novel plan for housing their teachers. They are selling to their teachers good municipal land at a low price and accepting a mortgage on it at low interest. In Frankfort this mortgage may amount to 90 per cent of the value, so that the applicant has to provide but 10 per cent from his own funds. The tax and mortgage payments together, it is said, do not amount to any more than reasonable rent, and with his regular "house money," which is allowed him besides his salary, the teacher is soon the owner of his own home.

Rural districts in Denmark show less than 1-20 of 1 per cent illiteracy. In the United States the corresponding figure is 10 per cent.

**West Somerville, Mass.**

An effort is being made to establish a public school kindergarten here.

# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

"To cultivate kindness is a great part of the business of life."

For this new morning with its light,  
For rest and shelter of the night,  
For health and food, for love and friends,  
For everything His Goodness sends,  
We thank the Heavenly Father.

—Selected.

## Reading—Dramatizing.

Too much importance cannot be given to the subject of reading, for it is one of the principal sources of power in every individual. All other subjects in the school course depend primarily upon reading. How many teachers realize that a child's deficiency in other studies is often due to his failure to grasp the idea from the printed page?

Great is the responsibility of the teacher of younger children in this subject. The teacher should be enthusiastic and her method inspiring. Stories told by the teacher, and reproduced by the child, should precede, and be the basis of all formal reading lessons; the object being to kindle thought and imagination, and then develop the power of expression.

His early lessons should be such as to cultivate his natural love of home and nature, and develop his social instincts. As these stories are told or read with proper emphasis and facial expression, he is naturally led to imitate as he retells the stories, and thus the foundation is laid for correct reading in his later work.

The child whose spirit has been lifted into a higher realm will desire to express his ideas by act and by word, and we find him acting the stories while at play.

Acting, or dramatizing may be made a very helpful means of obtaining a clearer understanding of the lesson, and also of securing better or more natural expression. A variety of objects and toys should be in each room to be used for this purpose. The beginning work may be the simplest kind; as, "Mary Catch the Ball," at the same time, the pupil throws the ball. "Bring me the red book," etc.

A Thanksgiving reading lesson to illustrate the times of the Pilgrims can be easily dramatized. Have some dress to represent the Indians, and others Puritans. A few wigwams can be easily constructed to make the scene more real, and boys may carry toy guns.

## Raffia Construction.

Raffia, a native of the South Sea Islands, and of Madagascar, is the inner bark of the raphia palm, pulled off, torn into narrow strips, dried in the sun, and bound into bunches, which are plaited together and stored ready for use or shipping.

We receive the raffia in its natural color, but many colors may easily be had by dyeing.

The small quantity of colored raffia which is used may be colored with "easy dyes." Children enjoy doing this work for themselves.

The natural color of the raffia is much improved by washing, therefore it is much better to soak in clean water, and thus remove all dust and dirt. With the beginners it is better to teach the ways in which raffia may be used alone, and later combine with reed. Begin with the three strand plait, add a new strand from time to time till a long rope is made.

Teach them to coil this rope into a mat, a basket, a money bag, a hat, a tray. Napkin rings may be made by making a coil of Bristol board over which is wound the plaited raffia. Complete with ribbon or raffia bow.

## Busy Work.

The Puritan and harvest subjects may be made more real to the children by bringing into the schoolroom old-fashioned furniture, a spinning wheel and Indian curiosities, and by decorating the room with bunches of cornstalks, bunches of grain, baskets of vegetables, and perhaps a fireplace, and campfire with kettle hanging over it. On the day before Thanksgiving all the articles brought during the month should be sent to families where help is needed, and if possible have the children help in packing and distributing them.

Painting, cutting, drawing, modeling—no month presents a greater variety of busy work. Dutch scenes may be cut and mounted, windmills, wooden shoes, Pilgrim cradle, log cabins, spinning wheels, and Indian scenes. Also a variety of fruits and vegetables.

Do not neglect the sewing cards suitable for the month.

## The Pilgrims.

A few facts may be given each day till the story is complete.

Many hundred years ago there were no white people in America.

The Indians roamed over the country and lived in houses called wigwams.

They lived upon wild meat and some raised corn for food.

One day the Indians looked out upon the sea, and beheld what they called a white winged bird.

This was the boat called the Mayflower.

The Indians were afraid because the people in it had white faces.

These white people were called Pilgrims.

They had left England because they did not wish to attend the King's church.

When they disobeyed they were whipped or put into prison.

They left England and went to Holland, where they lived about ten years.

They decided to have a country of their own in the new world.

At first the Indians were friendly, but later made war on the white people.

The winter was cold and half their number died.

They planted Indian corn.

In the fall they gathered it, and they said: "Let us thank God for his goodness to us."

They set aside a day for Thanksgiving and prayer.

We thank thee, then, O Father,  
For all things bright and good,  
The seed time and the harvest,  
Our life, our health, our food.

Accept the goods we offer  
For all thy love imparts,  
And what thou most desirest  
Our humble thankful hearts.

## NEWS AND NOTES

### Danbury, Conn.

A fine entertainment in the form of a Tableau was given September 15th for the benefit of the free kindergarten.

### Birmingham, Ala.

Accommodations for kindergarten children in the public schools are so limited that only a small percentage of the number of children can be admitted. The ages are between six and seven years.

### Bridgeport, Conn.

Miss Margaret Hughes, a graduate of Miss Mill's Training school, is in charge of the kindergarten department of Miss Otstot's school, 164 Elmwood place.

### Boston, Mass.

Lillian B. Poor is the acting director of kindergartens in place of the well known Miss Caroline D. Aborn, who will be absent on leave during the coming year.

### Guthrie, Okla.

An enthusiastic meeting of West Side mothers was held recently and steps were taken for carrying on the kindergarten partly through private subscription, as there is not sufficient public money to meet the expenses of the work.

### Springfield, Mass.

The entrance age for kindergarten children in the public schools has been fixed at  $4\frac{1}{2}$  years.

### St. Louis, Mo.

The new law establishing the kindergarten age at five years instead of six as formerly, has added nearly 4,000 pupils to the public schools.

### Moorhead, N. D.

The kindergarten at the Model school of the Normal has been opened with Miss Osgood in charge. Children from four to six years are admitted. Tuition free.

### Waltham, Mass.

The Kindergarten Training School for Teachers opened October 6 with Miss Mary Ellason Cotting in charge. The Memorial Kindergarten and Fresh Air schools opened September 29th.

### Kansas City, Mo.

Thirteen new public school kindergartens were established this year, making 56 in all at this date. It is the policy of the board of education to establish new kindergartens as rapidly as there is a demand for them.

### St. Joseph, Mo.

The kindergarten in connection with the settlement work at the Wesley Settlement House is in charge of Miss Mary Van Deventer of the Francis Street Methodist church. The attendance is considerably larger than heretofore.

### Dallas, Texas.

The Free Kindergarten association have completed a modern school plant and neighborhood house at 1921 Cedar Springs road, where the teachers training classes opened September 15th, and the regular club work October 1st.

### Grand Rapids, Mich.

The Grand Rapids Kindergarten Training school in its fine new quarters promises to have one of the most successful years in its organization.

There are 1,922 children in the kindergartens in the public schools of Grand Rapids.

### Harrisburg, Pa.

St. Andrew's school for the present year will consist of a kindergarten as well as a school for girls and boys. All the sessions of both departments will be held in the parish house, Nineteenth and Market streets. Miss Elizabeth Hilleary is the kindergarten in charge, with Miss Margaret Pollock as assistant.

### Slatersville, R. I.

Mrs. Charles Dean has opened a Free Kindergarten in the cottage on Green's street, formerly occupied by the Slatersville Athletic association. All expenses are borne by Mrs. Dean in memory of her grand parents, Mr. and Mrs. William Howard, who were former residents of Slatersville. Mrs. Dean also contemplates erecting a memorial building in Slatersville, to be used for kindergarten work.

## KEEP ON WRITING TO US.

We publish several additional letters from subscribers indicating such articles as were most helpful to them during the past year, and also in many instances suggestions as to departments or features they should like to see added. While our offer has expired, we should like to see this practice continued throughout the year. When you find our magazine in the mail, we want you to open it and read it, feeling that it is published for your benefit, in the hope that it may help you and thousands of others kindergartners to do better work with the little children.

We have never published the magazine for any other purpose. The matter of personal profit has never been considered by us. We want you to feel that it is your magazine, particularly your own, and when you find anything that is especially helpful, or anything that you do not like, write us a letter, stating the facts concisely. Write also your suggestions as to how we can make the magazine more helpful to you—what you would like to see added or enlarged upon. State it briefly, and it will be duly considered and adopted if under all the condition we consider it wise to do so.

In closing, let us repeat that we want you to consider this magazine as the publication nearest your heart—not a product of cold type and paper only, but carrying with it a message that will find response in your heart, and in the hearts of the thousands of kindergartners whom it reaches; do not forget to write us, whether to praise, to criticize, or to suggest changes.

## EXCERPTS FROM SOME OF THE LETTERS RECEIVED

Your Kindergarten Magazine is altogether so excellent it is difficult to say that any one department or any series of articles is more helpful than others. Yet I must say that Dr. Jennie B. Merrill's articles have given me more help and inspiration than any others.

My quarrel with Kindergarten and Montessori is that they ignore the first two and a half or three years of the child's life—the most important years of all.

I am now with a sixteen months old namesake and have been since her birth—having entire charge of her training and her body. She is a perfect physical specimen, having taken certain exercises since she was one week old—and now takes several exercises of the Emerson system.

She is a most enthusiastic nature lover and student—knows the names and calls of several birds, can analyze a flower and is making a collection of flowers and insects; understands quite a little French and can speak some, etc.

I am a loyal kindergartner and yet am planning to go to Washington, D. C., this winter to look into the Montessori work there. Because Montessori takes the children at an earlier age than kindergarten her system is in a fair way to be a

strong rival if we do not stick closer to Froebel's letter and spirit.

He emphasizes the mother's work and it appears to me that the kindergarten must not only take the children at an earlier age, but must teach the mothers their part in the training of the child. Thus, it appears to me, that a department for mothers and children before the child reaches kindergarten age would be most timely.

Mrs. Winnifred Saekville Stoner of Pittsburgh, the mother of the child-prodigy, Winnifred—is a fluent writer—as you probably know—and a remarkable woman. She has given the strongest proof of her knowledge of the mother's part.

Since my acquaintance with her and Winnifred—the reading of Dr. Berliss' "School in the Home" and my own recent experiment, I believe it is entirely possible to do as much and more with any normal child as they have done with theirs.

We do not stress the value of environment and suggestion sufficiently during these first three years.

JULIA L. D. L.,  
Experiment, Ga.

Sept. 12, 1913.

Relative to what department or articles which appeared last year were most helpful, I would say:

To me, the monthly plans were especially helpful. Every month last year. I found appropriate poems, games and various suggestions in your Kindergarten Primary Magazine. Through the kindness of our librarian, Mrs. J. H. Resor, of the Parlin Public Library, I took even bound volumes of your magazine and used them for my little foreign school. Accordingly, your magazine seems very complete to me, so I do not feel equal to answering your second question: What new feature? etc., unless it would be some simple lessons in reading for beginning foreign children, especially for Italians.

I teach primary pupils in the foreign district of the Canton public schools. This year I have thirty-one pupils of twelve nationalities: American, Italian, Lithuanian, German, Russian, Polish, Swede, Dutch, Irish, Scotch, Croatian and Greek. Last year I had fourteen nationalities.

To build up an English vocabulary, I use pictures and toys—quite a collection of them. Most of the children respond quickly, but my Italian pupils, though alert and willing to learn, are my problems at present, so I wish that I could have a list of simple words in their language to correspond to our English beginners' vocabulary. I shall be glad to receive any suggestions.

ROSE S.  
Canton, Ill.

I enjoyed the magazine very much in the past year, and think the Committee of the Whole and the Program were most helpful to me. I, like the little pictures very much.

E. E. D.  
Bath, N. Y.



As a kindergarten teacher I like your magazine for the following reasons:

It is a thoroughly up-to-date magazine and discusses the important things with which the kindergarten should keep in touch, e. g.—the discussions of the Montessori method. The articles are written by leading educators of the country. I have been especially helped by those written by Dr. W. N. Hailmann. The monthly programs have been helpful, also the department "The Committee of the Whole."

The new features I should like to see would be articles on some of the following problems of the kindergarten (a) music department:

Music forms such an important part in the kindergarten program and there are so many problems as how to get the children to sing softly, yet with spirit, music for rhythm work, marching, etc. (b) The value of trained kindergarten assistants. This was forcibly brought to my mind by a discussion of the New York State Teachers' Association held at Buffalo, November, 1912. If the assistants are not trained it lessens the salary, overworks the regular kindergarten, and gives the public a wrong conception of the kindergarten ideals and what a true kindergarten should be. I believe this should be brought before the public by some of the leading educators who could thoroughly impress it on the minds of the public teachers and boards of education.

A READER,

Whitney Point, N. Y.

I found the program, "A Year in the Kindergarten," also some of the games, most helpful to me, as I had a large class and no assistant. It saved me hours of time planning. I also enjoyed all the articles and I. K. U. reports.

GRACE L.

High Bridge, N. Y.

It is indeed difficult to choose between Dr. Hailmann's excellent and inspiring articles and Dr. Jenny B. Merrill's very practical help in gift work. Of the two I would choose the latter department, having found them a very necessary addition to my library, since so few magazines publish any suggestions whatever along this line.

The department that was most helpful to me was the "Simple Suggestions for Paper Cutting and Drawing." I would like very much to see the "Montessori Reading Method" appear in this year's magazine.

V. J.

Fayetteville, W. Va.

Note—We are prohibited by copyright from publishing the matter relative to Montessori Method. —Editor Kindergarten Primary Magazine.

You may be interested in knowing that in my primary work here I have been adapting both kindergarten and Montessori Methods, utilizing the principle of creative self-activity as set forth by Froebel and sense training emphasized by Montes-

sori. In the two years of experimenting with Montessori I have made a gain of ten weeks in mastery of the symbols, reading and writing, and numbers. I made myself a set of A B C's two years ago—both small and capital letters. By using them or letting the children use them we have with the aid of the musical sense, eliminated much of the drudgery necessary to the learning of writing. By correlating writing and reading more closely we have made a great gain in mastery of the "three R's." Another line of work has been in a little home school with children of three to six years of age. This has been purely experimental, using both kindergarten and Montessori material.

This year I have an assistant in my work so we can develop plans more fully. We formulate and organize all on the basis of experience with the children.

M. F. S.

Germantown, O.

"The magazine looks better than ever this year."—Henrietta E. V., Cedar Rapids, Ia.

"The October number of the magazine is most helpful."—J. B. M.

"I find the little pictures very helpful and hope you will continue them."—Elsie M. McF., Ypsilanti.

"I like the designs for paper cutting, block-laying, etc., very much."—Jessie D., Grand Rapids, Mich.

"The paper by Patty S. Hill was an inspiration to me, and the actual work of the kindergarten in New York as given by Dr. Jenny B. Merrill proved most helpful. I hope they will be continued."—Mary A. S., Saratoga, N. Y.

"I am delighted with the mother play-pictures and hope you will continue them."—Sara A. C. S., Alma,

The Kindergarten Primary Magazine in India.

"The magazine, with its papers and helpful suggestions is gladly received at Isabella Thoburn College. I am saving the numbers to be bound for our library.

Our kindergarten is made up of Hindu, Mohammedan and Christian children mostly from the best educated and most advanced families. The girls in the training school come from all over India, and some even from Burmah and Singapore. We are anxious to make our work as broad as possible and are glad to keep in touch with American ideals through the Magazine."

E. B.

Isabella Thoburn College,  
Lucknow, India.

Are You Interested In

## THE SCHOOLS OF HAWAII?

The Hawaiian Islands (formerly Sandwich Islands) have been since 1898 an autonomous Territory of the United States. The School System is thoroughly modern throughout, from the numerous kindergartens to the Territorial College of Hawaii.

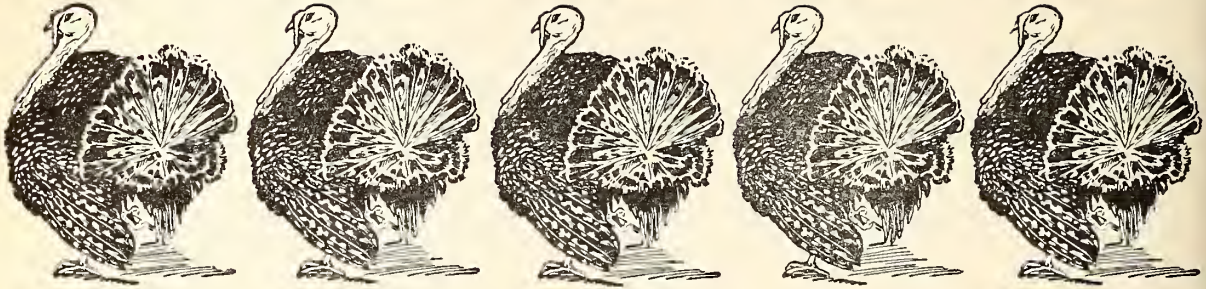
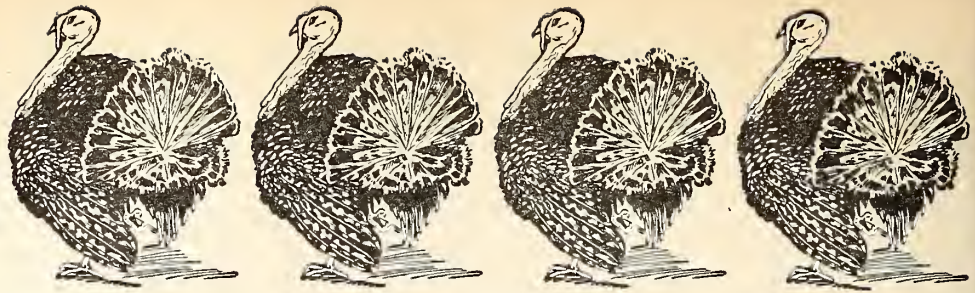
For any information regarding the schools or educational work of Hawaii, address

HAWAII EDUCATIONAL REVIEW

HONOLULU,

T. H.

These pictures  
can be cut apart  
and used in decor-  
ative work or as  
gifts to the child-  
ren.





# THE KINDERGARTEN

— PRIMARY —

## MAGAZINE



PUBLISHED ON THE FIRST OF EACH MONTH, EXCEPT JULY AND AUGUST, AT MANISTEE, MICH., U. S. A. SUBSCRIPTION PRICE, \$1.00 PER ANNUM, POSTPAID IN U. S., HAWAIIAN ISLANDS, PHILLIPINES, GUAM, PORTO RICO, SAMOA, SHANGHAI, CANAL ZONE, CUBA, MEXICO. FOR CANADA ADD 20c. AND ALL OTHER COUNTRIES 30c., FOR POSTAGE.

J. H. SHULTS, MANAGER.

DECEMBER, 1913.

VOL. XXVI--No. 4

WE publish elsewhere in this issue two selections made by Dr. Jenny B. Merrill from that excellent book entitled "The Kindergarten."

It has seemed to us wise to forgo the pleasure of issuing a special Christmas number, and to devote the necessary expense involved to improving each succeeding issue of the magazine.

BEGINNING with our next issue we shall devote a column or more to announcements of kindergarten meetings. No charge whatever made for same. Send copy so as to reach us on or before December 15th.

AN excellent paper by Elizabeth R. Shaw in this issue. It is entitled "The Effects of the Scientific Spirit in Education upon the Kindergarten in Relation to the Distinctive Characteristics of the Montessori Method."

WE give again in this issue the practical working experience of more than 25 kindergartners relating to December work, in an excellent article by Dr. Dr. Jenny B. Merrill. Surely every kindergartner can find something helpful in these experiences.

WE very much doubt if there is a teacher in America who could not profit by a careful study of Dr. W. N. Hailmann's article in this issue, entitled, "The Meaning and Value of Discipline." The average teacher could not do a better thing than to commit his 24 rules for character building to memory; at least, preserve this copy of the magazine, and take it with you to the schoolroom, for frequent consultation.

WE publish several communications from subscribers in this issue, but we want more of them. We hope they will continue throughout the year, greatly assisting us in determining the make up of the magazine in future. Tell us frankly what the magazine contains that you like, that you do not like, and what you would like to see added.

WE contemplate publishing a free want adv. department, beginning with next month. Until further notice any subscriber can send us an adv. containing not more than 25 words which will be inserted not exceeding two issues without any charge whatever. If you want to advertise for back numbers of our magazine, or any magazine, for kindergarten books, to buy or sell second hand kindergarten material, to secure a position as kindergartner, etc., the column is open to you. Copy must reach us on or before December 15th.

THIS magazine is published solely for the benefit of its subscribers in the hope of helping kindergartners, rural and primary teachers to do better work with the little children. The efficiency of teachers will depend largely upon what they read and study. Elsewhere will be found a full page of advertisements from leading publishers of teachers' books in the United States. They are all thoroughly reliable, and as a rule each publisher will have a change of advertisement in each issue. By consulting this page from month to month it will keep you posted as to where to obtain best up-to-date books for teachers.

## THE MEANING AND VALUE OF DISCIPLINE

BY DR. W. N. HAILMANN

It is all but universally conceded, at least in theory, that the establishment of beneficent social efficiency in the life of its pupils is the only valid end of education, and that the central fact in the make-up of individuals on which such efficiency depends is character. Character-development, therefore, is designated since the days of Herbart as the ultimate end and aim of every legitimate educational activity and, hence also, of the school. By its success or failure in contributing to this end the school is to be judged in every detail of its work.

The means used by the school in this work, according to Herbart, are government and instruction, the latter comprising the giving of information and training, or discipline in its broader sense. Government and discipline are so often identified, even in the minds of teachers, that it may not be amiss to call attention to certain distinguishing characteristics of the two by which it is desirable to separate them.

In a large way, both seek to free the child from caprice, from blind obedience to impulse. In this, however, government is satisfied, as a rule, with the establishment of prudence, of more or less seeing obedience to outer necessity. Discipline, on the other hand, would establish the free obedience to inner necessity, to a growing sense of duty that rests upon moral insight, an inwardly compelling appreciation of the value of good-will, of justice and love. In other words government teaches what the child *must* do, discipline seeks to lead the child to do freely what he *ought* to do.

Government approaches the child from without. It bases its requirements upon certain external needs of the school as an institution and deals with certain matters of conduct demanded by considerations of external order. Discipline approaches the pupil from within; it bases its requirements on the inner needs of character and deals with the establishment of good-will, good disposition, firmness of purpose, and persistence of effort, on the basis of rigid principles of action.

Government commands, compels by external force, and is satisfied with external submission to constituted authority. Discipline leads, suggests, regulates, directs, restrains, encourages,

sustains, shows the way. Its outcome is moral excellence, a cultivated good will, obedience to inner conviction, which constitutes true freedom.

Government relies on the fear of punishment and on the promise of reward and on other more or less arbitrary appeals to egoistic, centripetal life. Discipline relies on justice and love, builds on sympathetic instincts and interests, establishes motives of altruistic, centrifugal life.

From all this it appears that, while more especially on the institutional side of the school, government is necessary, it should ever be the servant of discipline, but never take its place; in other words that discipline may in a fashion utilize government, but should never surrender to it. Indeed, insofar as external stimulus is concerned, the chief reliance of discipline is on the adjustment of environment to the needs of the child in its development. Of this it avails itself in order to stir successively inquisitive, imitative, productive, creative, and a variety of sympathetic motives and interests.

The rock on which alone character can be established rests in the quiet depths of the soul's attitude in its various phases of self-expression. At home and in school, the child should have constant opportunity to do consciously and from inner conviction what it holds to be right. And this is gained by discipline, rather than by government.

Moreover, in such discipline, it should ever be remembered that the chief factor in the child's environment is the teacher. In example, in word and deed, parents and teachers should ever afford the child opportunity to see and to experience the operation of right principle. Impatience, anger, harshness, cruelty, scenes of sin and strife, will, as a rule, breed in the child the things they are. The boorishness of the father will grow up in the son, the hypocrisy of the mother will poison the daughter, the heartless despotism of the teacher will strangle the pupil's spirit. Threats of arbitrary punishment are prone to turn the child away from respect for principle. Promises of arbitrary reward are liable to stir contempt or, at least, disregard for justice in the child's heart.

On the other hand, patience and gentleness, justice and forbearance, kindly and forceful admonition, encouragement and judicious help will kindle in the child's heart the fires of trust and hope and love, and these alone can lead to that

habitual good conduct, to that conscious adhesion to right principle which constitute strength of character.

An education which in its work follows this view of discipline as the chief burden of instruction and which has learned to respect the vital unity of thinking, feeling and willing, will find the information side of instruction a valuable and indispensable aid in character development. At every step, the knowledge which the child gains in such an education, will add content to character thru increasing insight, by revealing the wisdom of right and the folly of wrong, the permanence of good and the evanescence of evil, the power of truth and the frailty of falsehood. At every step, it will add force to character by giving it wider scope, fuller control of means, increased directness and clearness of purpose and fervor of enthusiasm.

Unfortunately, there are many and grave obstacles in the way of efforts to live up to such ideals in the work of the current school, more especially in larger cities, where "system" takes the place of life, where children in the eyes of controlling factors count largely as things or food for averages, where quantitative considerations as to ground gone over exclude practically all qualitative considerations as to development, where the children are driven every year or oftener in factory fashion from teacher to teacher even during the most impressionable primary years and where, consequently, there is little opportunity for teacher and children to know each other intimately, a condition greatly enhanced by the evil of mass-teaching.

Nevertheless, something and, incidentally, even much can be done, as may appear from a few minimum suggestions added below:

1. Secure good sanitary conditions and physical comfort.
2. Make surroundings—including yourself—cheerful, pleasing and stimulating.
3. Adapt surroundings to the children's scope of appreciation from esthetic and other points of view.
4. Let children co-operate in adjustments, adapt these to the children's needs and interests, and make them more and more a means of self-expression.
5. Establish social and common interests and secure social and common purpose.
6. If the children are inattentive and unruly,

look first in yourself and in environment for remedy.

7. The teacher's example is a key-note. Respect, love, earnestness, enthusiasm in the teacher breed their like in the children. So do their opposites. "Ideals of speech, of demeanor, of morals are absorbed just as surely as dry sand sucks up water."—*Oppenheimer*,

8. Ridicule, irony, sarcasm are the worst of school sins.

9. The apparent necessity for corporal punishment invariably indicates weakness, lack of experience, lack of tact or judgment, or lack of self-control on the teacher's part.

10. Rudeness, bluster and loudness may be natural, but naturalness is not an excuse for any vice or weakness. True strength lies in gentleness which implies self-control, not in rudeness, loudness and bluster which follow impulse.

11. Let your signals be few and quiet; your requests simple, direct, positive.

12. Let your orders be "do," rather than "do not."

13. Be, if possible, more watchful of your own shortcomings than of those of your pupils.

14. Be slow in judging and, especially, in looking for malice and intentional wrong-doing. Children err mostly from ignorance and weakness. They need instruction and support, rather than reproof or punishment.

15. Reprove and punish, if you must, privately so far as possible; public censure, scolding and the like arrest development.

16. Be all in all to your children. Counsel with your superiors in office, but carry out directions or conclusions yourself.

17. Keeping children after school to learn lessons or to do school tasks as a punishment is reprehensible; but it is proper to have them make up tasks or to permit them to finish work in which they are interested.

18. Be patient and wait; give the pupil time to hear and understand. Failure to heed this is apt to confuse and to arrest thought.

19. Encourage all honest effort, no matter how poor and scanty in outcome.

20. In common and other social work make use of special ability, but let the poorest have a share.

21. Pedantry and routine are among the worst foes of true discipline. They dull the moral sensibilities and put the mind to sleep.

22. Look out for symptoms of fatigue, particularly in very young children. When fatigue is manifest, change the occupation or secure rest.

23. In individual cases of persistent failure for which you can find no cause in yourself, look for the cause in the child's physical condition or home environment, before you venture upon punishment.

24. "I know no other order, method or art than that which resulted from my children's conviction of my love for them."---*Pestalozzi*.

THE most hygienic country in the world is Sweden, in the opinion of Prof. Irving Fisher, of Yale.

OF the 6,572,000 school children in Prussia, 3,815,000 are in Protestant schools, 2,383,000 in Roman Catholic schools, and the comparatively small number of 368,565 in the non-sectarian schools, where the pupils take most of the subjects in common, but receive religious instruction separately in the faith to which they belong.

"THE school garden movement has shown us one way of solving the child-labor problem," says Dr. P. P. Claxton, United States Commissioner of Education. "It has proved that children can make things grow, and grow abundantly. A tiny plat 4 by 8 feet, such as a child has in the city farm, grows vegetables enough to supply a family of five with a different vegetable every day for 5 days in the week."

OHIO STATE UNIVERSITY has introduced an apprentice course in animal husbandry that includes two years' study at the university and two years of practical work on a stock farm. The student in this course spends the first year at the university; the second on a stock farm; the third year at the university again; and the fourth year on another stock farm. The students are paid for their work while on the farm. The plan has interested a number of the leading stock men of Ohio and other states, and they are co-operating with the university in carrying it out.

There are now about 40 "psychological clinics" in the United States, according to Dr. J. E. Wallin, of the University of Pittsburgh. The first of such clinics, for the purpose of studying and classifying mentally unusual children, was established at the University of Pennsylvania in 1896.

## THE EFFECT OF THE SCIENTIFIC SPIRIT IN EDUCATION UPON THE KINDERGARTEN IN RELATION TO THE DISTINCTIVE CHARACTERISTICS OF THE MONTESSORI METHOD

ELIZABETH R. SHAW

The scientific spirit is not a "know-it-all" attitude. The millennium of scientific spirit in education will come when you and I and our fellow teachers are eager and open-minded, investigative and adaptable—not when we are all perfectly wise and convinced of our wisdom.

The simple but startling fact before us is, that a brilliant Italian doctor claims to have a degree of scientific spirit unknown to other teachers. It is our duty to weigh the truth of her claim as impersonally and generously as possible, and to increase our own efforts to develop this attitude of mind.

The chief feature of the Montessori method is that she tries to adapt herself to her children, first individually and then collectively. It would be much easier for us to accept the results of her experiments, right or wrong, than to develop the insight and skill necessary to become experimenters ourselves. The only honest way to imitate a successful teacher is to cultivate her attitude toward her work.

Another feature of her method is the alert silence of the teacher. She takes Froebel's advice to "follow the child" much more literally than kindergartners do. We are aiming to give the children a wealth of ideas about their environment, and hence we are tempted to over-stimulate. But Montessori's temptation is to under-stimulate. The scientific spirit seeks a happy medium.

In regard to the too early teaching of reading and writing, the unanimous testimony of biologists, neurologists and psychologists is, that certain fundamental parts of the brain develop first, and their accessory association areas mature later. Speech is fundamental, reading is accessory; drawing is fundamental, writing is accessory. Surely it is only common sense to exercise the earliest developed powers first, knowing that throughout organic evolution, from the lowest forms of life to its human apex, the higher functions are reached by development from the lower. To develop an accessory power prematurely is like pulling green fruit while leaving an abundant harvest of ripe fruit ungathered.

Another striking characteristic is the practice of trying to isolate a part of the brain from co-operative working with the rest of that organ, in the hope of strengthening one part at a time by intense use. Montessori jumps at the conclusion that if a child is blindfolded, the seeing part of his brain is idle and that his whole mental energy is therefore free to concentrate itself on some other sensation. But anyone who has ever had a nightmare knows that even with closed eyes the brain is entirely capable of "seeing" things at night." Seguin himself said: "What enters the mind alone dies in it alone." the truth is, the only thing that saves isolated sense training from being harmful to mental co-ordination is this fact that it fails to isolate.

Sense gymnastics, aiming to intensify the keenness of the sense organs, is another ideal borrowed from Dr. Seguin. This method has been used in the Massachusetts School for Feeble Minded ever since its founding sixty-five years ago. It is still used in its original form (that is, for the individual awakening of an extremely unobservant child, not for class drill) in Dr. Seguin's own school at Orange, New Jersey, which is still carried on by the widow of that great and devoted physician whom Montessori acknowledges as the chief source of her inspiration. These two schools are the finest of their kind in the world. Yet neurologists the world over agree that sense exercise cannot possibly produce sense-sharpening—cannot increase the keenness either of the sense organs or of their cortical centers. Dr. Adolph Meyer says: "The word sense-training is a misnomer. It should be called attention and reaction training.

Another point in which Montessori's practice is open to question is her use of strong suggestive power to prolong the child's earliest stages of development, such as the stage of repetitional activity. She approves of letting a child from four to six years of age do over and over for hours at a time, or through a period of months, an act so simple that he succeeds in doing it at the first or second trial. She even discourages his attempts to invent new combinations and uses of materials.

Her materials are not elusive nor transformable, and hence do not develop the qualities of initiative and invention which are most needed by both boys and girls in our country. They seem intended to train the

capacity for willing drudgery, and to develop habits of plodding rather than of progress.

In conclusion, Montessori emphasizes sensation more than activity, and limits activity chiefly to slow and long considered movements like those of our gentle grandmothers. In this way she is in danger of effeminizing education to an extreme degree. Professor Thomas says that the only difference between the mental efficiency of man and woman is that men have been forced to form habits of reacting freely and swiftly to the emergencies of a swiftly moving environment (animals, enemies, machinery, etc.), while women have reacted to the more fixed environment of garden and house. He concludes that brain power is developed by the individual being forced to make swift, necessary movements, and that an environment is educative in proportion to the variety of its sudden hindrances to the carrying out of the individual's strongest purposes; thus stimulating his powers of invention and adaptation. If this is true, no part of the educational system, from the kindergarten up, can afford to ignore it.

Montessori has done us a great service in reminding us to develop and to appreciate all those simple and graceful forms of service by which a little child can be helpful in the home and garden; but in addition to this we must also virilize education by adapting to it the idea of the modern Playground Movement—not play for its own sake, but frequent periods of strenuous non-habitual activity, for self-development, for alertness, for swiftness and wholeness of mind action. This would necessitate the fullest use of all the senses, for the sake of prompt co-operative action.

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LETTERS from correspondents in 26 foreign countries have been received by school children in one New York school district through a letter exchange maintained by the school authorities.

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Students at the Georgia State Normal School at Athens, Ga., study rural sociology as applied to their own districts, so that when they go out to teach they know the opportunities and needs of the locality better than those who have lived in it all their lives. How this work makes for community betterment is told by E. C. Branson in a bulletin just issued by the United States Bureau of Education.

# THE KINDERGARTEN PROGRAM

## WITH SPECIAL REFERENCE TO THE MONTH OF DECEMBER

By JENNY B. MERRILL, Pd. D.

Late Supervisor of Public School Kindergartens. New York City: Special Lecturer on Educational Topics

### Suggestions for December Program Gathered From Happy Tales of Former Years.

"Christmas comes but once a year  
When it comes it brings good cheer."

Surely the plans of the kindergartners who are to speak to us this month, giving us peeps at their busy preparations for the Christmas festival, all point to a hearty co-operation with the good old Saint Nicholas. N. B.—It would be difficult to measure the "good cheer" that these reports indicate.

Some of them point to the fact that in our large cities we must eliminate the religious element of the festival, in consideration of the many Jewish children in our schools. We may miss the Christ-child in the manger, the song of the angels, the shepherds with their flocks and the coming of the wise men on camels, the bright star of Bethlehem, but would it be Christian to break the golden rule of charity towards all?

Read "The Promised Land," by Mary Antin and you will not wonder that orthodox Jewish parents who have suffered cruel persecutions in other lands tremble at the Christian's symbol, and you will see that the "good cheer" of Christmas must be sought in those topics that will offend no one. The Sunday school and the home can readily supplement the kindergarten talks about toys and Santa, and all can abide in the spirit which Christmas stands for—loving and giving.

Except in very rare cases there is no objection to evergreens and holly, even a tree, and a happy time. In very orthodox neighborhoods, even the tree has given offense, and as New Year's day is at hand, the wise kindergartner makes the gifts for New Year presents to mother and father and decorates with toys.

I have inserted a group of reports from kindergartners who have solved this difficulty with tact and true sympathy.

Some kindergartners find in Froebel's "Toyman" a very suggestive starting point, while others take the suggestion of gifts for parents from "The Flower Basket," one of the mother songs that celebrates a father's birthday. One kindergartner who taught in a Jewish orphanage, finding that a child's birthday came on or near Christmas, made a child's birthday party the cause of the celebration.

How true it is that localities, conditions, even prejudice, must modify our preconceived notions of what a program must cover. The kindergartner

should be guided by the children's conversations in finding the ideal moment to tell them a little of the Christmas story of Santa Claus. It is always rather exciting to the little folk, and hence should not be started too soon.

Madame Kraus-Boelte kept a treasure box during the month of December that I had the great pleasure of spending in her kindergarten. The box was large and was introduced with a mysterious tone and air and a story about Santa needing help. He had sent a letter, saying he had so many presents to make that he would like good children to help him. He could make presents of pretty gold and silver mats; he would like some silver paper, circles and stars to trim his trees.

Any child who wants to help may drop his work into Santa's treasure box and he will call for it before Christmas.

"Some one may ask: "Is this a true story? or does it deceive a child?" In the truest, highest sense it is a true story. Sad is it for those children whose imagination is not aroused in childhood by the well chosen fairy tale. Good kindergartners do not fear it, yet do not over-stimulate the little ones at this season by too many mysterious doings. The antidote for this, in true Froebelian parlance, is to work by the law of opposites and let plain simple, every day work fill many an hour in December. The children are ready for the fifth and sixth gifts and should build nearly every day. The chimney and the fireplace may appear.

City children know little of the latter these days, but a good story of long ago, illustrated by a good picture of an open fireplace, may well be the central topic of interest for a week for it will help to impress the home, the hearth, the story hour.

"The Roasted Apple" is a favorite story and brings in a tale of grandfather and the open fire. In many a kindergarten a few real bricks have been secured and a fireplace built in the kindergarten room with dolly's chair beside it. Several reports give good suggestions for building. Those who have secured the extra sized building blocks and boards recommended by Miss Patty S. Hill, will have no trouble in making a fine fireplace by which to "hang up the baby's stocking." But stockings can be hung without fireplaces. The good old stocking tradition must not be forgotten. Several reports mention it.

Indeed, I am reminded that so many are ready to speak that I have already talked too long and I



hasten to introduce one after another, and trust that each reader will select here and there the thought which seems best to apply in her own kindergarten.

Some will tell us of the children's hand work made into gifts, others of the stories selected, of the purchase of the tree, of the decorations, of the coming of mothers, of the kind remembrance of out-of-town friends who made it possible in several kindergartens to give gifts to children who would otherwise have been forgotten by Santa—such a sad memory for a child—one so hard to comprehend when he is such a good saint.

Some will tell of sharing the tree with the primary classes, of the kind thought of principals, the thought of the sick child who couldn't come. You will find it all here and much more that will help you decide what your own program shall be.

So "put in your thumb, and take out a plum," but do not try to eat the whole pie:

**Central Objects of Interest**—Santa Claus, Christmas Tree, Presents, Making and Giving of Presents.

I tried very hard during the month of December to keep the children from being unduly excited over their Christmas thought and work. We were very busy and happy. We made furniture for the dolls, cut out dolls, etc. The postman brought us a letter from Santa Claus in answer to ours. A beautiful tree came as early in the month as we could get it, then we were busy trimming it. We had 14 mothers to visit us on our Christmas day, beside other kind friends. Two girls and two boys from the Grammar came down, played and sang Italian songs. A friend played an Italian piece which pleased the mothers particularly. They seemed to really appreciate the gifts the children had made for them—all very simple. On Thursday before going home the children hung up little red stockings and Santa Claus, true to his promise, had filled them with "sugar plums;" the little girls also found a doll picture book and handkerchief; the boys the two latter—with a ball. They were truly very happy and good and natural as possible for little folks to be.

K. C.

Our central idea during December was Christmas and the part the children could do, as well as what they wanted to get. Making presents for parents and each other and decorating the room for the Christmas party for the mothers.

E. S.

The Christmas spirit brings new experiences into the child's life and as it is child-nature to tell of these new experiences, he must have new expressions. Especially during this month our song story, game and all other periods of the day help to meet this demand. Since the increase in the child's vocabulary is in proportion to his new experiences his vocabulary is greatly increased during the month of December. New stories: "The Night Before Christmas," "Santa and the Mouse," "The Patient Hemlock."

S. B.

These are the stories I have told: "Little Servants," "The Nest That Hung On the Christmas

Tree," "The Ginger Bread Boy," "In Winter I Get Up by Candlelight," "Jack Frost and His Work," "Willie and His Flexible Flyer," story of the Little Turkey, "Santa and the Mouse."

I. J.

Stories told during December: "The Lost Sheep," Bible: "Molly's Lamb," C. W.; "The Little Fir Tree," Hans Anderson; "Santa Claus and the Mouse," C. W.; "Night Before Christmas," "Piccola," "The Old Woman's Christmas Tree," "A Visit to Santa Clausland," "A Santa Claus story," E. Poulson; "Toy Shop," .

M. E.

List of Stories during December: "The Choice," "Little Boy's Visit to Santa Clausland," "Santa Claus and Mouse," "Christmas in Barn," "Night Before Christmas," "Spiders and Christmas Tree," "Legend of Evergreen Tree," "Piccola," "Little Fir Tree," "Jack Frost,"

E. G.

Stories told in December: "Talk in Toyland," "Toyman's Shop," "Little Fir Tree," "Gretchen's Christmas," "Santa and Selfish Children," "Adventures of Bo-Peep," "Araminte and Arabella," "Santa and the Mouse," "Old Story of Santa."

B. K.

List of stories for December: "The Fir Tree," "The Night Before Christmas," "Santa Clause and the Mouse," "The Little German Girl," "The Toyman and Maiden," "The Toyman and Boy," "When Santa Claus Comes Knocking."

Most of December was spent in planning and making presents for the holidays. The children of group 1 (the older ones) made picture frames of holly leaves, in the center of which they pasted a picture, the children of group 2 merely pasted a picture on red cardboard, pasting holly seals in each corner. All of the children made paper stockings and pasted a piece of sandpaper on for a match strike. Cornucopias made of mats and silver stars were among the gifts.

The real Christmas tree with its presents of dolls, balls, handkerchiefs and candies were the children's chief delight. When they saw the gifts and the decorated tree their brown eyes became as large as two saucers.

The mothers enjoyed it almost as well as the children.

M. F.

With the help of the "Toy Man" game and the "Christmas Grocer Game," the children learned the names of toys, vegetables and groceries that they probably had not known heretofore.

Our color scheme for December was red and green, which colors were used entirely. Our black-board pictures were those in connection with and illustrating "The Night Before Christmas," which we read several times, adding to the picture each time.

M. M.

The children made a large chimney in the circle. We used a sand tray for the roof and on this we built the chimney. The roof and chimney were covered with cotton and a toy Santa Claus was placed on the chimney. On the roof were the sleigh and reindeers. The children enjoyed this very much.

H. W.

The most important idea for the month was

Christmas. We used our occupation periods in making ornaments for our tree and gifts for the mothers. To improve the children's vocabulary I encouraged them to talk about the changes in the shops and street. When they used bad grammar I repeated the idea, using the correct form. Gift and occupation lessons served to increase the vocabularies in a concrete way, for such words as center, edge, corner, etc. L. F.

Our little ones missed some of the joy of Christmas as we are down in the orthodox Jewish section. A spruce tree used only for nature study delighted them. We urged the mothers to take the children to the large stores and see the toys. Simple toys were made in kindergarten, horns, sleds, dolls and Teddy bears.

During this month the toy man was the main subject. We visited Grand street and went into one of its toy shops. The people who owned the store were very obliging and showed the toys to the little ones. The children were very happy, especially these last two weeks, during which time they made a great many toys. R. D.

The children went out to select and purchase the Christmas tree. They brought it home between them, taking turns in carrying it. A. M.

The busy Christmas month ended happily with the Christmas tree. The Monday before Christmas the whole family went out to look for a tree and were finally satisfied with a big balsam. The children carried it home on their shoulders—they did look happy.

The tree looked very pretty Christmas day with gifts all made by the children.

Many of the mothers came and seemed to enjoy the morning with us.

We have kept the tree and hope to do many things with it. L. G. G.

At Christmas we had a splendid tree with plenty of pretty ornaments for decoration. The children voluntarily used their pennies for this purpose. Besides, we made in kindergarten, silver chains, icicles, bells and very pretty colored paper balls. Each child made a gift for its parents—and the morning children made Noah's arks and cradles for the afternoon class and vice versa. We filled the arks with animal crackers and put a doll in each cradle.

We had a fine Christmas party. We had a tree and a Santa Claus and after the children sang their Christmas songs, Santa Claus gave each girl a doll and each boy a horn and the children gave their mothers picture books which they had made and covered with paper on which they had painted holly. There were 31 mothers present. We served ice cream and cake to all.

One week before the Christmas tree party, invitations from the children were sent to their mothers asking them to come and enjoy the Christmas festival at the kindergarten. At 2 o'clock mothers and younger brothers and sisters flocked in until every bit of space was occupied with pleasant faces.

We sat in the circle and our lovely tree decked with gold chains and popcorn and the pretty gifts for everyone was very attractive.

The Christmas songs were sung heartily, then came our Christmas story, followed by several games.

After removing the treasures from the tree we sang our good-bye song and went home very happy and filled with the Christmas spirit. F. M.

At the Christmas party the mothers enjoyed watching the children's pleasure in the tree. Everything on the tree, with the exception of a few ornaments, was made by the children. They sang the Christmas songs and the mothers were especially pleased with the rhythms. The children helped to strip the tree and to give out the gifts. They were each given Santa Claus boxes filled with candy. E. B.

This year we had our Christmas tree in the afternoon. The arrangement seemed better because our rooms are too small for a very large number of children.

When the morning children went home they left the tree bare and a short while after, the children were again busy hanging on their gifts, chains, lanterns, icicles, etc. Half an hour later when the mothers came the tree was all decked. We had our Christmas song, a few games and then distributed the gifts. The children were pleased with the things they had made and anxious to bring them to their mothers.

Each child went home happy with a book (Mother Goose Rhymes) and a large bunch of holly. A. H.

For a Christmas gift this year each child made his mother a sachet out of a square weaving mat, folded once, when done, to form a triangle, and then filled with the powder. To fathers each child gave a match box made by mounting a box of safety matches on a green card and pasting above this a Christmas tree cut out of green paper. White chalk was used to represent the snow on the ground. P. B.

We had our usual Christmas celebration with the tree. Most of the children's work was simple and finished in one lesson. We made small boxes, pictures framed with sewing, match scratchers, cornucopias of 5-inch squares sewed together, etc. M. K.

The special feature for December was the Christmas work. We made decorations for the kindergarten room and for the tree (green chains with red poinsettas on them), holly, etc., a shaving ball for father and a bell match scratcher for mother—a brownie for sister and a Japanese lantern for brother. Each child was given a candy cane. A doll and a Teddy bear were presented to the kindergarten by friends of the teachers. Fourteen mothers were present at the Christmas party. Five visits were made to the homes during the month.

December story list: "The Coming of Topsy," Hoxie; "How Topsy Kept Warm," Hoxie; "Little

Half Chick," "Little Red Hen," "Christmas in the Barn," (Ch. W.); "A Christmas Stocking," "Santa Claus and the Mouse," (Ch. W.); "The Rag Doll's Christmas," (Rev. Dec. 08); "The Scarlet Runner," (Rev. Dec. 08); "The Night Before Christmas," "How Johnnie Visited Santa Claus." R. B.

Our December work has tended to one end, namely the Christmas gifts, which we made for our loved ones, and our tree. The festivities were held on Dec. 22 and twenty-one of the twenty-two (then enrolled) were present as well as twelve mothers. The day previous all brought a (clean) stocking which was hung up in kindergarten and when it was taken down it was found to contain candy, nuts and a gift—"Santa Claus has been here."

C. M. C.

Our Christmas party was a great success. We had a large number of the mothers present and carried out our daily program, with the exception of the table work, for their benefit. The tree was beautiful and Santa Claus this year brought dolls and reins to the children.

F. P.

We had a most delightful time with our Christmas tree this year. Many mothers were present and enjoyed it with us. The gifts were made by the children. We later made a visit to 1-A where we shared in the pleasures of the children there. They had hung up stockings which were mysteriously filled during the night.

We had our Christmas tree the day before Christmas and sent invitations to all the mothers and fathers. About twelve parents came, which was about all our small room could accommodate. The decorations for the tree were red and silver; lanterns, bells, icicles and chains, which the children had made themselves. Besides we bought a few other decorations at the 5c and 10c store. The children trimmed the tree the day before. Each child received a toy and a candy cane; dolls for the girls and iron wagons for the boys. The children made a gift for each parent. For the mothers a Madonna pasted on a square white card with a holly wreath around it made of leaves and berries cut out of crepe paper by the teacher, mounted and arranged by the children. For the fathers they made a calendar—a silver bell, cardboard between silver paper pasted on either side, holly, calendar mounted on it.

I drew a Christmas tree on the blackboard. The children had free cutting—horns, candles, drums and Louis suggested cutting candy canes and balls, which were quite effective. All the forms were pasted on the tree on the blackboard. The children were delighted. (NOTE—Now this is a clever contrivance in case no real tree can be secured).

We had our mother's Christmas tree on Thursday morning, Dec. 21. It was a very stormy day, but nearly all of the children and about ten mothers and babies came. We had a very jolly time, played games, sang and took the gifts the children had made off the tree. I also told a Christmas story. The next day the children had their tree and were

surprised when they came to kindergarten and found a little dressed doll for each girl and horse reins for each boy.

We celebrated both days because I wanted the children to think only the first day of giving to their parents. They played they were Santa Claus' little helpers. They did not know there would be the second Christmas party, for Christmas must have its secrets.

E. L.

Central object of interest was the Christmas tree and the preparation for the Christmas party. All the children who had ever attended the kindergarten were invited. A hundred enjoyed the fun and peals of laughter could be heard all over when Santa Claus and his helper appeared and gave out the gifts and shook hands with each child and parent. Twenty-one mothers were present and three fathers. The children sang Christmas songs and one former kindergarten child recited "Twas the Night Before Christmas," just before Santa Claus' bells were heard in the distance.

E. H.

Our last day of school before the holiday vacation was a very pleasant one. The afternoon class joined the morning class for a real tree "holiday celebration"—our tree was very attractive with the gifts the children had made for their mothers and fathers, beside the tree trimmings. Our tree was set in the middle of a snowbank which, of course, added to the fun. (Truly a new and happy suggestion).

Our Christmas celebration was a very happy one. We received visits from the girls' and a few boys' classes. The kindergarten children were seated in a circle while the older classes stood around them. At one time there were 150 children in the room and four teachers. Our children sang for the classes and they responded. One little girl, nine years old, played the piano very beautifully and our principal was our guest of honor.

F. D.

Charlie, whose development I have been watching, was absent for two weeks during December. I took his Christmas gifts to him and his pleasure was delightful to see.

L. W.

After Christmas I encouraged the children to bring their toys to kindergarten and to bring one old one to remain here. They did so and now we have quite a collection which the children play with before school and during free play. We are going to have a doll house soon and will make furniture for it.

"Merry Christmas to all and to all a good night."

M. N.

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Philadelphia provides free eyeglasses for nearly 2,500 school children every year.

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Required home study has been abolished in the schools of Sacramento, Cal.

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Five hundred and fifty-five persons attended the evening classes in academic subjects at the University of Cincinnati last year.

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

How to use geometrical tablets in laying designs in number work and in puzzles. Use of parquetry

By JENNY B. MERRILL, Pd. D., New York City

## SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS.

Did you ever lay pretty designs with pennies or with buttons when you were a child? My mother always kept a button-bag for children, and many another mother, auntie and grandma have done so too.

My grandmother had a drawer where she kept rolls of coins; some times she would break open a roll for me containing possibly twenty-five pennies. I delighted in laying them in rows, in rings, in pretty patterns. I also loved to spin them. Sometimes I was so fortunate as to have coins of several sizes.

Froebel must have observed home-like plays like these as he loved to visit in German homes to learn how mothers played with their little ones. He planned a child-like occupation similar to it in the seventh kindergarten gift, commonly known as tablet laying.

Froebel was deeply interested in mathematical relations and looked upon the thin tablets of wood as suggestions of plain figures, the blocks used in the first six gifts being solid figures.

Froebel delights to show us again and again mathematical relations whenever new materials are introduced, so deriving the new from the old.

The child has become familiar with the square faces of the cube and the circular ends of the cylinder. We may, if we choose, playfully suggest cutting off a slice of the cube, or the end of a cylinder, or as I have suggested before, we may impress the ends upon paper or clay or we may fit a tablet upon the solids.

Teachers who are interested to follow out more fully these mathematical thoughts of Froebel should read in his own writings or in such a guide-book as "The Kraus," or "Paradise of Childhood" (Part II.).

In Part I. of the latter book, see also my chapter on "Less Mathematics in the Kindergarten," for personally I believe with many other teachers that there is a danger of forcing too early these mathematical ideas upon children in words.

(A general review of Froebel's ideas may be found in "Education by Development" Chapter XI.)

The primary school has found the kindergarten occupations of tablet-laying very suggestive in busy work, and the comparative inexpensiveness of the materials needed has doubtless added to its popularity in schools.

The tablets may be obtained in wood in two colors, or in cardboard. Even the less expensive paper parquetry can be used by older children; but it is not wise to let very young children handle such small squares of paper. It is trying to the nerves.

Enlarged tablets of wood are now manufactured. These are preferable for beginners if one can afford them, but the old Froebelian tablets, based upon the square inch, are all sufficient for children of six or seven years of age. The natural colors of the wood are now in use, but the tablets designed by Froebel were in complementary colors, as red and green in one form, yellow and violet in another. This made them very attractive to the children. The parquetry papers present all these colors now. (Their use will be explained hereafter.)

The tablets may be used in the following ways in rural schools, viz.:

1. For laying designs, as borders or symmetrical centers.
2. For familiarizing the children with geometrical forms, as squares, circles, triangles, semicircles.
3. For number work, counting, laying in twos, threes, etc. (The circles may be used as toy money.)
4. For inventing puzzles and common forms.
5. For leading on to industrial design in the higher grades.

Miss Patty S. Hill has recently reminded us in the report of the Committee of Nineteen "to consider the native tendencies, impulses or social needs of children" in planning all our work.

Ask yourself, then, what native tendency or instinct is gratified in designing with tablets? Is it not "the love of arranging," or the "love of decorating?" Is it not also a natural curiosity and wonder gratified in fitting the forms one into the other, in seeing triangles combine to make squares, rhombs and hexagons? The puzzle interest is strong at a certain age, and this, too, is gratified with tablets. (See the Chinese puzzle on another page which any teacher may prepare.)

The ingenuity acquired may serve in many practical situations of life. Rousseau advises the use of puzzles, as have many other educators. The school has not always utilized this interest.

Further practical suggestions:

1. Request each child to bring a small cardboard or tin box to school. Show one about the size you need. Let each child keep his own tablets at hand to use whenever he has nothing else to do. You will discover in this way which children are fond

of puzzles, who have a taste for designing, who seem to prefer the mathematical side.

2. Put a few tablets only at first in each box and add others as they are needed. Consider age and ability. For example, for the young children, try four squares or four circles, or possibly four of each.

Observe what the children do of their own accord, remembering the outline of procedure for every occupation suggested by Miss Elizabeth Harrison, namely:

1. Experimental or undirected work.
2. Directed or dictated work.
3. Self-directed or creative work.

Suppose the children to be experimenting with four squares or four circles. One may place them in a row separated or touching. If there are eight, four of each kind, they may be placed four one way and four the other.

They may place them back and front, instead of horizontally. Some children may be at a loss to do anything. Wait. Let them watch the others. Children learn much from each other. Their inborn tendency to be active or to imitate will assert itself. If not, go to the little one and make something for him. He will do better next time. Very young children often make piles, placing one tablet upon the other as they do blocks. This may be an indication that it would be better for them to continue playing with blocks. Do not forbid it. Wait.

3. Let the children leave their seats and look at each other's patterns, and tell which they like best. (Often it will be "Mine.")

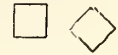
4. Some child with a sense of humor may try to make a man or an animal. The tablets do not suggest these forms, but the grotesque has its place. A chair, a table, a bridge, a window may be suggested as more squares are added. If the children are familiar with the third gift, many of the builded forms may be pictured as it were with tablets, as a table with chairs, or an engine and train of cars, or a monument.

5. When the child feels the need of more tablets, why not let him go to the large box and help himself?

Do we give children enough freedom in such ways? Try it. It has worked well. It develops responsibility. Use your own initiative as a teacher. Start the children with squares or with circles, with two or four or eight. "How many" is immaterial—there are many roads to Rome.

6. When you think it well to begin "directed work," or dictation, ask the children to take just one square and place it directly in front of them with an edge of the square at the front. They may look puzzled as terms indicating position are a little

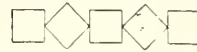
hard to follow. Contrast will help. Can you place it so that a corner is at the bottom?



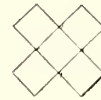
This may be sufficient for the first day of dictation. Some children may not have thought of this second position, and they will enjoy repeating it with all the square tablets, thus,



making a new border. Some clever child may think of alternating, or you may suggest it, as:



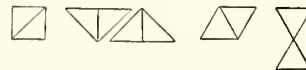
Ask them to make a star form with only corners touching, as



Concentrating attention upon the corners will lead to new inventions when the children are left again to work alone.

7. Another directed lesson may emphasize "size." As, let us try to make one large square with four small squares. Make an oblong with two square tablets, with three, with four. Divide the oblong into two smaller oblongs. Put one oblong in front of the other, touching. What form have you now?

8. After several lessons with squares and circles, add two right-angled triangular tablets, which are half squares. Let the children experiment with them. They can make a square, a large triangle, a rhomb.



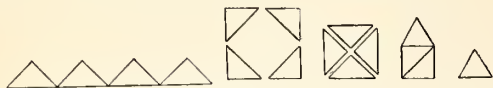
The rhomb will be a new form. Do not hasten to name it. Let it impress itself until, perhaps, some child will ask what it is.

Suggest working with two squares and two triangles and examine results. There may appear



which the children may call houses. Put the squares

away and give two more triangles, asking the children to work with the four triangles only.



Later suggest working with four squares and four triangles.

A little limitation helps until the children learn the possibilities of the material.

Children may have noticed the hexagon on oil-cloth or in tiling. Show patterns and interest them in the form by speaking of bees' cells and also of snow stars, which are often hexagonal. Give them six equilateral triangles and let them try to make it. Let them experiment with equilaterals.

Let the children continue to help themselves from the main box if they are interested to do so.

(It will depend upon the age of the children how much is accomplished in one lesson. For every lesson of suggestion or dictation, allow several for further creative work in border, designs or puzzles.)

9. At any time which seems advisable, introduce parquetry papers similar to the tablets and let the children copy and mount any of the forms which they would like to keep. Let use and beauty join hands in decorating the cover of a box in making a valentine. Let all make a pretty border design with tablets, and then choose which shall be used to decorate a doll-house. Encourage and praise simple designs.

10. Number work.

- a. Counting corners and edges.
- b. Counting out a given number of each form.
- c. Arranging a given form in groups of twos, threes, fours, etc., to lead to addition and multiplication.
- d. Finding how many squares can be made from four triangles, from six, from eight, etc.
- e. Finding how many circles can be made with four, six, eight, ten half-circles.
- f. Children give each other little problems as (1) Place four squares in one row and five in another. (2) How many circles do I need to make three rows with three circles in each row? (3) If I have twelve circles, how many rows of four can I make? of six? of three?

Children soon learn to be inventive in making problems and it arouses them to mental activity. It is a good training in exact language also.

11. Spelling. If the children are old enough, let them write the names of the principal forms as,

Square  
Circle  
Oblong  
Triangle  
Rhomb  
Hexagon

12. Drawing. If the tablets are large enough, let the children trace around them with colored crayons, thus using them as the Montessori insets are used. Fill in the spaces with pretty colors. If

the tablets are too small, let this be done with covers of boxes.

13. Give the children puzzles and let them suggest puzzles to each other as. (1) Make a large square of small triangles. (2) Make a large triangle with squares and triangles. (3) Make a trapezoid. (4) Make an octagon. (5) Close your eyes or put your hands behind you and tell with your fingers what forms I give you. Note.—It is well to encourage the children to move two fingers frequently around the forms, as Dr. Montessori suggests in her method with insets. (6) Older children will enjoy the famous Chinese puzzle, which can be prepared by the teacher from the patterns given elsewhere.

Madam Kraus-Boelte tells an interesting story in her well-known "Kindergarten Guide" of a father who visited Madam Froebel's kindergarten while she was a student to thank her for the star-forms his little boy had learned to make in kindergarten. The father had watched him and had learned from the child so that he had been enabled to earn his living by making parti-colored inlaid tops for fancy tables. His trade had materially increased and he was becoming quite prosperous. His adult mind had grasped the principle involved in "the law of opposites" as he saw his little son modify the star-forms, front and back, right and left.

### Educate the Parents

Gov. W. N. Ferris of Michigan in an address before the State Teachers' meeting said:

"You talk about your white slave traffic, you talk about your education in sex hygiene." I'm tired of all of them. The change in industrial conditions has swept girls from their homes into factories, has brought them face to face with the temptations of the street, and what do we do to combat the conditions? We trust the education of youth in these matters to the public schools. It's got to be done in the home, I tell you. It's the parents' work to educate their children, but before they can do that, we must educate the parents."

Let us extend the school system, for the education of the parent as well as the child. Our boys and girls could do the work they now do in four years, in two and a half years, in a university course. "Our schools should run 12 months of the year and six nights of every week. I am making an appeal for the fathers and mothers of this state. Get to work, all you teachers, and educate every man, woman and child in this state."

### A NATURAL CAKE OF SOAP.

An odd and useful plant of our Pacific coast is the soaproot. The grass-like, crinkled leaves appear close to the ground in the spring, and are known to every country-dweller. They grow from a deep-rooted bulb incased in coarse fiber. If the fiber is stripped off and the onion-like bulb crushed between the hands, is rubbed in water as one uses a cake of soap, a plentiful lather results, as cleansing as any soap bought in a store.—*St. Nicholas.*

In celebration of the seventy-fifth anniversary of the founding of the house, the A. S. Barnes Company (New York) have issued a brief history of the company in pamphlet form. It forms an interesting addition to the history of publishing houses in this country and on request will be sent to any who may wish to own a copy.

"ECONOMY IN THE KINDERGARTEN."

ANNIE COOLIDGE RUST

*Froebel School of Kindergarten, Normal Classes,  
Boston, Mass.*

It is a source of regret that the usual reason why cities and towns have given up the kindergartens which they have tried as an experiment is this, namely: "It is too expensive." Undoubtedly many have been carried on too expensively and much against Froebel's ideas and wishes. One great fact and truth he wished the child to learn is that in nature nothing is wasted. There is only constant transformation and change. The fall leaves, for instance, which are generally spoken of as "dead" (a wrong term to use before the child at any time) the little child should learn to think of them as having finished their work on the trees and bushes thus making the whole world beautiful; but as now fulfilling another mission—that of covering the ground and there not only serving as a protection to the plants, but also gradually mingling with the soil, and with the help of the earth-worms, becoming ground up and enriching the soil, thus helping the growth of parent trees and the new leaves of next spring. They are thus not dead or wasted, but simply changed, transformed in the great laboratory of nature. This idea can be illustrated in many ways. In regard to the kindergarten, first the child must be considered; for the well-furnished rooms and abundance of material do not make the kindergarten. The children, and the life between the inspired kindergartner and the children, yes, the *unseen* life, is what makes the kindergarten. The spirit, not the letter, rules. It is not a mechanical performance.

\* \* \* \*

Now to return to the material side of the subject, there has been and is a great waste of *material*; which is very unnecessary; and a great saving could be brought about just here by using much material that is ordinarily thrown away in waste-baskets, in houses and department stores. The children, also, through lack of judgment and care, sometimes on the part of the young kindergartner, waste much material. The material should always be adapted to the individual child's needs. He must not be allowed to have paint, paper, paste, when he does not know how to use them. Of course the child has to learn through his own experience; but he can be led to use the material in the right way. If he does not at first know what to do with it, he must have a little at a time and take notice of what he is to do with it. Again the immense waste of material in our department stores, of ribbon paper of all widths, and the cylinders as well as circular plinths for the narrow ribbon, could be most delightfully and practically used in the city kindergartens, by some plan or agreement with these stores. The handling of the different sized cylinders and their assorting by the children would be a good practical experience for them. They could also be used to illustrate much that is practical in life. For instance, in connection with an object lesson on paper and its manufacture, cylinders of the same size are placed in the right posi-

tion to represent the heated cylinders over which paper is passed in the drying process; and a cylinder is shown for the large roll of paper used in the printing of newspapers. We waste much of such material in many different ways, and save the city a great expense, which expense of material at the same time prevents the children from having this knowledge.—*Educational*

FROM "THE KINDERGARTEN"

We desire to acknowledge the kindness of the Mifflin Co. in granting permission to the Kindergarten Magazine to give our readers four rather than two quotations from "The Kindergarten." We have two from Miss Blow's and two from Miss Harrison's and leave our readers to decide "which is best."

We have already quoted from the third short report known as Miss Harrison's. Our quotation from this book which is in reality the report of the now famous committee of nineteen of the National Kindergarten Union, is to awaken the interest of many kindergartners which will not be apparent until they have thoroughly "read, marked and digested" the entire book.

"Defining the aim of the kindergarten as the development of those mental and moral habits and emotional undertone which are implied in the notion of man as Gliedganzen, and defining its method as the incitement of typical deeds through which the child shall be helped to see into and through the nature of things, we next remind ourselves that the presupposition of this method is life conceived, on the one hand, as a presentation, and on the other, as immediate participation in this presentation. In other words, the aim of the kindergarten is to supply our point of departure in the development of the Gliedganzen by the child through the study of typical deeds and the stimulation of the child through indirect introspection and retrospection through the deed gets eyes to see into and through the nature of things."

"For many years there was divergence of opinion among the representatives of the kindergarten as to whether it were either possible or desirable to find a basis for the common experience and whether it were either possible or desirable to incite typical deeds. Happily the divergence of opinion is now so far overcome as to be practically negligible and this report assumes the common experience and the typical deed need no special defense.

"Accepting the idea that the program shall find its point of departure in the common experiences of the child, we next set ourselves the task of inventorying the results of this experience. So soon as we consciously set ourselves the task we become aware that the first great experience of the children is life in the kindergarten. Let us try to realize what this experience means to the child. Let us try to realize what this experience means to the mind of a new pupil admitted to a ready organized kindergarten. Up to the age of three the little boy, now four years old, has spent his life in the arms of his members of his own family. Most of them are taken care of and make allowances for him. In the kindergarten the very first things he learns are what he must do and what he must not do in order to become an

member of the little community to which he now belongs. He must not knock over his neighbor's blocks or scatter his sticks or snatch the mat he is weaving. He must open his box at the right moment in order not to keep the children who are prompt from beginning their building. He must have his weaving or folding in his portfolio at the end of an exercise in order not to detain his comrades who are eager to march to the circle. He must not jerk, push, slap, or pinch his companions. Again, these little companions are clean and will not like him unless he is clean. He notices that they listen to what the kindergartner says and obey her words. They water the plants, put away the gifts, set the chairs in order. Insensibly he conforms to the general spirit, and through the contagion of a prompt, industrious, orderly, cheerful, obedient, and kindly community he begins to form the habits necessary to all corporate life. After a while the kindergartner begins indirectly to present these habits as ideals. There are stories of children who were active, useful, polite, and kind. There are fairy stories whose heroes won fair princesses and became kings through the exercise of these elementary virtues. There are games wherein the children represent typical forms of the service of men and animals, of plants, and even of the elements. The picture of a life in which each serves all and is served by all begins to hover in dimmest outline before his imagination and reacts to make the little boy more ready to do his own small part. In short, fundamental habits are being formed sympathies, cherished, and fundamental ideals defined, first, through actual life in an embryonic community, and second, by a representation in play and story of the services of the larger community and the natural world.

### SEX HYGIENE.

Dr. V. C. Vaughan, of the Michigan University, said in part at the recent meeting of the Michigan State Teachers' Association:

"I believe that instruction, given by the proper person, in the fundamental biological facts of sex, should be given to girls in all our high schools, but I doubt seriously the wisdom of attempting this in the lower grades. When girls reach the high school age they should know themselves, and the dangers to which they are quite sure to be exposed; they should know the fundamental facts of anatomy, physiology and hygiene, and the application of these to themselves. Ignorance on this question has been tried for centuries, and it has been demonstrated that the results have been disastrous. Truth, properly stated, can hurt no one. I have never known of a girl bearing herself less modestly on account of this knowledge."

Dr. Vaughan scored the present day fashion and behavior, saying that recently, when in a city whose name he refused to divulge, he had been taken by a prominent physician, at the noon hour, to see what was termed "the peacock parade" of high school girls leaving their building."

#### Discusses Sex Attraction.

Dr. Vaughan told of sex attraction—that it was something that all must recognize, and he told of its beauties and dangers,

"If we would save the high school girl from the dangers of sex attraction we must realize at the outset that the problem is a complex one," said Dr. Vaughan. "There is no ready-made and safe way of solving it. It is sad, and it is true that some mothers encourage their daughters in an attempt to attract the opposite sex. Here is where the teacher may come to the rescue, she may give instruction in sex hygiene; she may show these girls that under certain conditions sex attraction may be made a wonderful thing in her life."

Dr. Vaughan explained sex attraction as "that attraction which follows the daily routine, and becomes an important factor in every decision; quickens our ambitions; modifies and often determines our conduct and weaves the delicate structure of our dreams. It is a potent agent in either direction. It may fill the cup of life with a nectar fit for the gods, or it may drop into the sweet drink a poison which destroys mind, body and soul, and casts into the deepest hell.

#### Action is Important.

"We should not ignore its existence because it is a biological function. It develops in the youth of both sexes at the period of adolescence with some degree of suddenness. The girl budding into womanhood feels the natural and persuasive desire to attract those of the opposite sex. She dresses and departs herself under the influence of this potent and subconscious force, and in doing so she risks all.

"It might be said that parents are to blame for this condition. Mothers should caution and protect their daughters, but many mothers are ignorant, and from a sense of prudery it's considered improper for a mother to speak to her daughter about matters of sex. It is up to the high schools of the country to do for these young girls what their mothers fail to do—protect them from the dangers that come through ignorance of sex, and sex attraction."

In speaking of the efforts being made by many cities to free themselves from houses of prostitution, Dr. Vaughan said, in closing:

"The idea that prostitution should be permitted in any city is a relic of the past of which we should free ourselves. An efficient and honest police force can free any city from every form of this vice. That there is an awakened conscience in this matter is shown by the enactment and enforcement of the Mann law; by the attention now being given the low wages of girls and by the efforts being made to suppress this form of vice."

"In educating the girl, she should be treated as an individual and not as a girl. We cannot hope to give her the proper attitude toward the home and make her an efficient home maker, unless we first give her a proper attitude towards some specific piece of work, either professional or industrial, but what is remunerative, and which is peculiarly her own. It seems to me that the foes of girls in industrial life are self-consciousness, lack of proper attitude, and inability to do team work with loyalty to fellow workers, and the last, a lack of intelligent interest and conception of the work in which she is engaged."

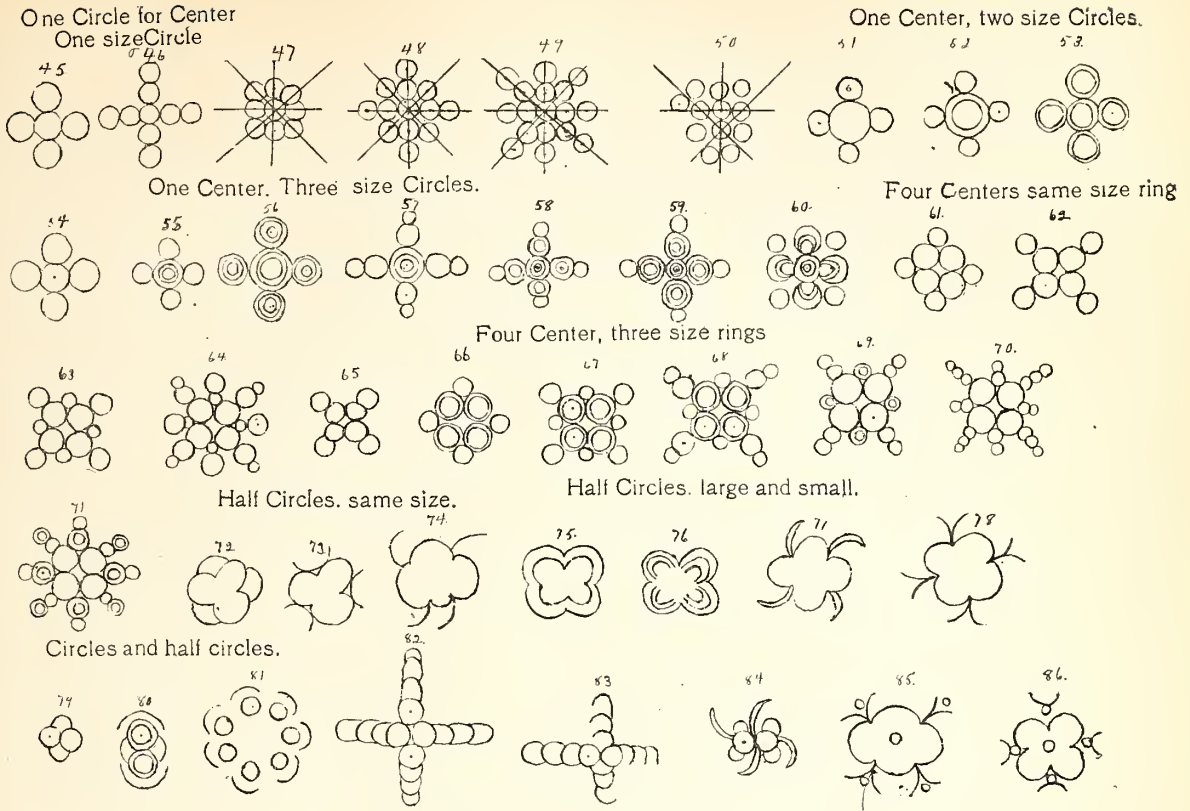
The National Kindergarten College of Chicago announces a mid-year class, beginning February 2nd, and ending June 26th, so arranged that the regular freshman course can be completed in five months.

The Christmas number of THE CENTURY is certainly one of the finest magazines ever published in America. It contains altogether 372 pages, filled with the most interesting articles and beautiful illustrations in color. Don't forget to ask for the Christmas Century at your news stand.

The American Primary Teacher, \$1.00 a year, and the Kindergarten-Primary Magazine, both one full year for only \$1.50.



## Some Simple Suggestions for Ring Laying



The Aurora News, in urging the establishment of public kindergartens in that city, said:

Citing a case in Kenosha, Wis., a town very similar in population and wealth to Aurora, the News says:

Records were studied of 1,633 Kenosha children over a period of five years; about half had attended public kindergartens, these coming from all classes of homes. The teachers' records show the following facts according to Mrs. Mary D. Bradford, superintendent of schools:

First, asking the teachers to divide the classes into groups according to relative ability, it was found that of the "slow" children, 46 per cent only had had kindergarten training; of the "average" the same percentage obtained; and of the "bright," 60 per cent had had kindergarten training.

Second, it was found that the kindergarten children averaged 8.4 months younger than the other children in corresponding grades, and

Third, the normal rate of progress for kindergarten children was so much greater, that figuring on their unit cost of \$23 per child per year, it would cost the schools \$6,256 more to bring the 1,653 children through the fifth grade without kindergartens than with them. Actually more money's worth of education was secured with kindergartens than without.

The Governor of Georgia sets aside one day in the year as "Public Health Day," to be observed in every school in the State, according to information received at the United States Bureau of Education.

### CALENDAR FIGURES FOR DRILL.

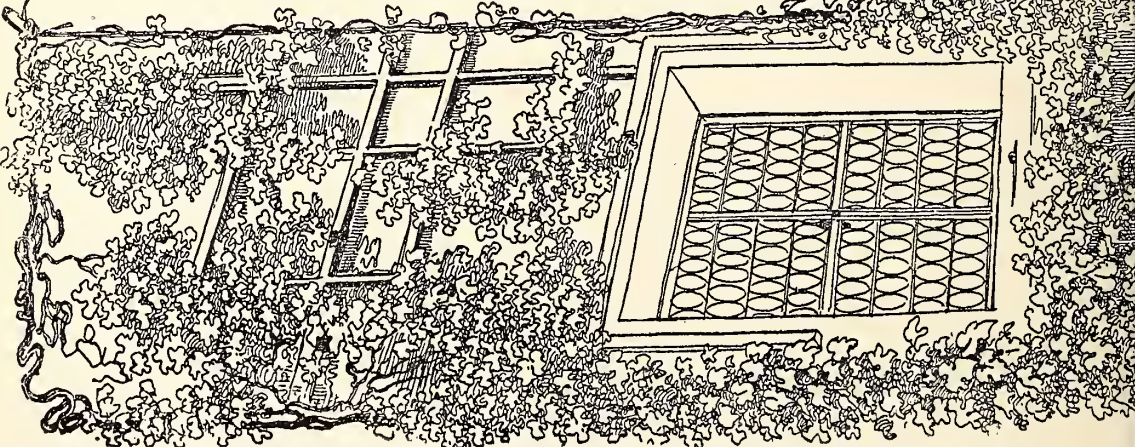
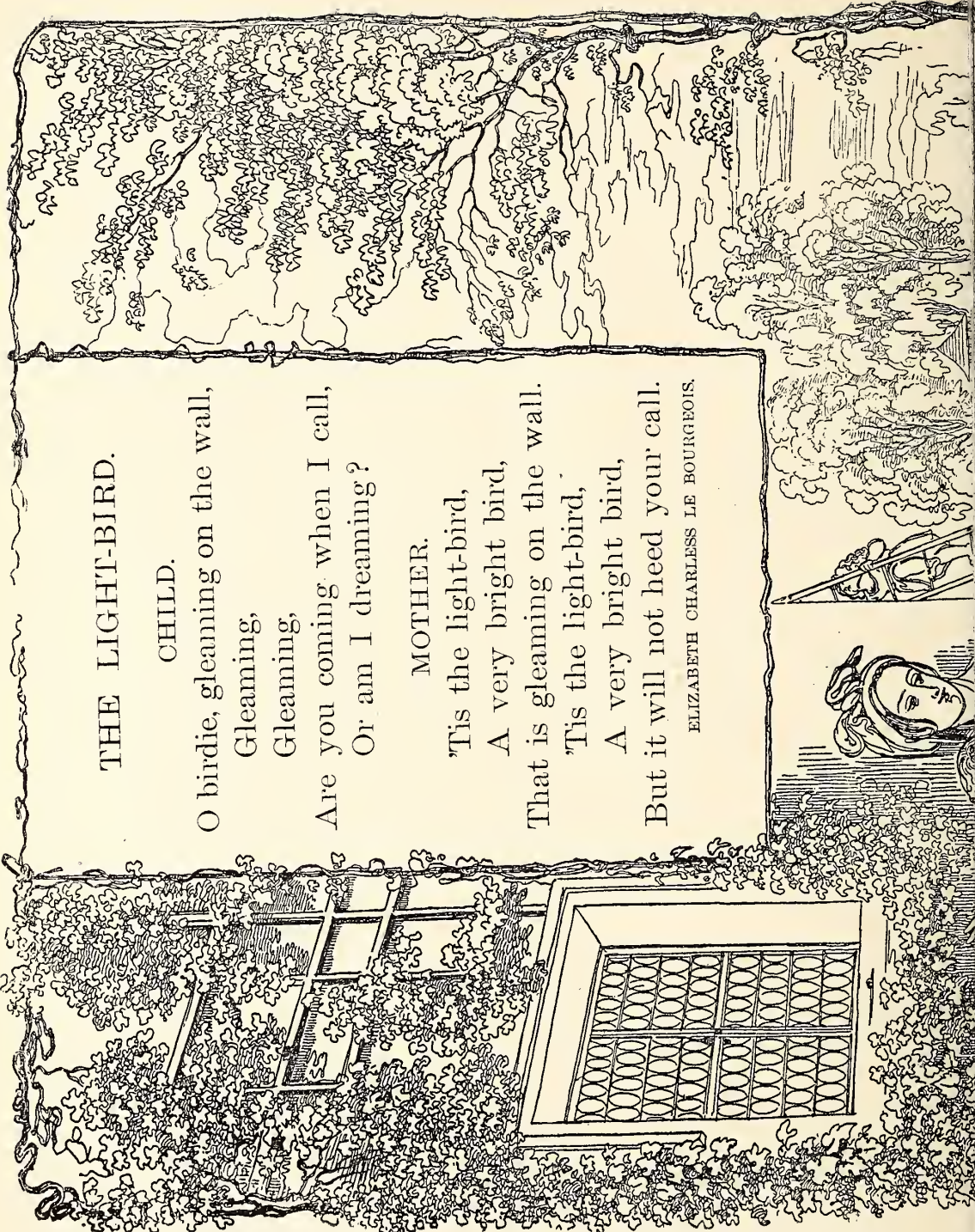
One of the most popular and instructive forms of busy work for the first grade children with us, is that supplied by using old calendars. We cut the numbers apart on the separating lines and place each month's series of numbers in an envelope by itself. The children place them on their desks in order, guided by the large school calendar which hangs in a conspicuous place. To them it is a sort of puzzle and while working it out, they learn a great deal about the formation and arrangement of figures.—Primary Plans.

#### MERRY-GO-ROUND.

Teach the pupils to make a Merry-Go-Round by placing a Second Gift cylinder on end and placing a number of 5-inch colored sticks evenly around so as to form a circle one end of the sticks resting against the cylinder and at the opposite end of each stick, placing a square or round Seventh Gift tablet to represent the seats. Select from the pupils' sentence building box the new words you wish to teach, placing one on each of the tablets. The teacher then rides around once or twice with the children—that is, teacher pronounces the words and they pronounce after her. Each child then undertakes to ride alone, falling off when they miss a word and starting over again.

#### A PAIR OF STAIRS.

Teach pupils to construct a double pair of stairs with Third Gift blocks. Put about five steps up one side and the same down the other. Then use for recognizing words in same way as the Merry-Go-Round.



THE LIGHT-BIRD.

CHILD.

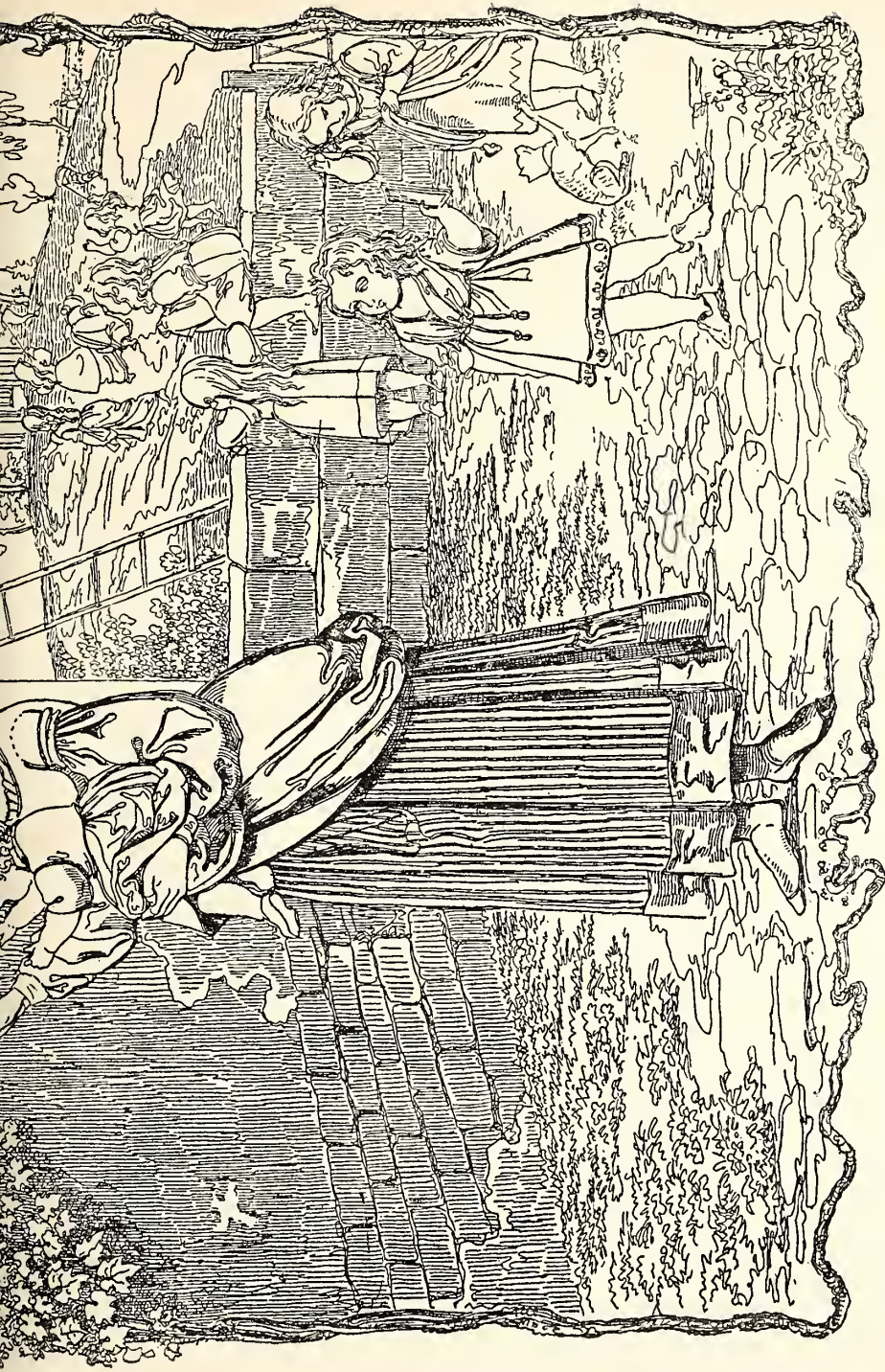
O birdie, gleaming on the wall,  
Gleaming,  
Gleaming,  
Are you coming when I call,  
Or am I dreaming?

MOTHER.

'Tis the light-bird,  
A very bright bird,  
That is gleaming on the wall.  
'Tis the light-bird,  
A very bright bird,  
But it will not heed your call.

ELIZABETH CHARLESS LE BOURGEOIS.





## MOTHER PLAY PICTURE

### “THE LIGHT-BIRD”

Kindergarten-Primary Magazine, Dec., 1913

Note.—This picture can be detached and placed on the wall or used otherwise in the Kindergarten.

## MORAL VALUES IN PUPIL SELF-GOVERNMENT.

HENRY NEUMANN, Leader Brooklyn Society for Ethical Culture, Brooklyn, New York.

We have been taught by experience to fight shy of educational cure-alls. The human problems which teachers must meet are so complex, the resultant of so many and such varied forces that we are inclined to shut our ears the moment some widely advertised device is made petitioner for our consideration. Let me assure you then that I do not begin with the assumption that the method named in the title of these remarks is our country's sole hope. Much more than pupil self-government alone is needed for the moral equipment of our future citizens. Yet when all is said the fact that one agency for improvement does not exhaust our resources ought surely not blind us to the invaluable good which it may indeed accomplish.

There are strong reasons for calling this one to your attention. In the sphere of education as in politics the mark of statesmanship is to forecast the future and make ready for it far enough ahead. Is it not the crying weakness of our profession that it takes us so long to recognize that conditions change? Too commonly we awaken to the fact *after* the changes have occurred and then lose energy in fitting old machinery to new tasks. We have yet to learn to anticipate coming circumstances and prepare to meet them before their presence overwhelms us.

Among the reconstructions awaiting our national life it needs no profound insight to reckon grave changes in the sphere of government. The scope of public administration is steadily widening. The details of commerce and industry, for example, are coming increasingly to be matters of political concern. Not so many years ago a railroad could charge whatever rates it deemed best; today state and nation are called upon to regulate prices. Formerly when an employer could hire what workers he pleased, men, women or children, pay whatever salary he thought fit and demand whatever hours of labor. Today the state has a voice in the selection of employees, it regulates the working hours, it is beginning to try laws for a minimum wage. Tariff questions, rates for telephones and other public services, questions of workmen's compensation for accident, all these are signs of the close connection between government and business; and unless we are far in error, the tasks entrusted to public administration are certain to increase in number, delicacy and importance.

Add to this widening of governmental functions the fact that new classes are coming into political power. It is only a question of time when the example of these western states will be followed from coast to coast and all the women of America will participate directly in citizenship. Our working classes too are astir. The years ahead of us are sure to see their political strength and their consciousness of that strength increase.

This then is the situation which we are to face—

new and ever graver problems for the public to solve, new classes conscious of political power. Our civic tasks are already sufficiently complicated. The crooked and the incompetent office-holder, the ubiquitous boss, the masses of ignorant voters at one end of the line and cliques of highly respectable moneyed interests buying legislation at the other are even now straining our political fibre perilously. What will the future behold when the severe tug of these new ventures is added? Of this we may be sure: the stupendous task of guiding the community life will call for citizenship more intelligent and alert, more conscientious than it has ever been. Such essentially moral demands as self-control, social intelligence and civic disposition will grow constantly more necessary. Citizenship has never been a mere matter of knowing how our political forms operate. It has never been a mere question of casting a vote. In the years to come we shall be brought to see even more clearly than we do now that it is first and last a matter of intelligent, willing and generous sharing in the burdens of the common lot. Apart from the moral requirement of a trained readiness to further the best interests of the whole community, citizenship is a high-sounding but empty name. In the period just ahead its moral exactions are certain to grow especially urgent.

I repeat that we must not expect pupil self-government alone to make every citizen competent. But all the more reason since the task is so very huge for utilizing every resource at our command. Among these instruments, not the least valuable is the one for which I am pleading this afternoon—allowing pupils to assist in the working of their school through officers and committees of their own election through laws, penalties, rewards and other efforts of their own making.

What gives such experiences their moral value? It is not that by electing their own mayors and governors they learn something of the machinery of popular sovereignty. They will acquire this fast enough when the state permits them to vote. A single week of intimate association with a ward politician will give them more insight into the actual political workings of our government than the school can teach them in years. Nor is it the more or less artificial imitation of grown-ups that prepares them for the real duties of later life. It is rather that by genuine willing help in the running of their own young community they learn the meaning of membership in a democracy. During the years when they are most open to the suggestion of certain fundamental moral requirements of group-life, they get the chance to learn them by first-hand experiences.

Of these demands the most obvious is respect for law. I think we often fail to realize what an arbitrary imposition school-law means to many children. The

mere size of the school building has become so vast that to the individual child its organization is often a huge unfeeling machine which is simply going to hurt him if he is caught disturbing it. He is told, to be sure, that it aims at his benefit; but though outwardly he listens politely enough, deep down he classes this platitude with other school utterances, as more or less interesting and mysterious, but hardly to be taken in earnest. Too frequently he has arrived at the conviction that school laws exist because teachers are cranky, and there the matter is allowed to rest.

The law of the school becomes less of this alien imposition however when he enjoys a genuine chance as a school citizen to help frame the regulations which intimately concern him. He responds readily enough to his own orders even when for the time being he must suffer a loss. In one of our playgrounds, for example, it used to be difficult to get the boys to stop their games in time to allow the apparatus to be put away. "Just this one game more was the constant plea to the teacher. The matter was discussed at a meeting of the Board of Delegates. A law was debated and passed. The result was that when the boy officer in the game room gave the signal the playing was ended at once without a murmur.

As a rule, boys cherish little resentment against the pupil community (this is less true of the girls) when their own officials are the ones to punish offenders. The general opinion among the boys is that the fellows learn to take their medicine. In answer to the question, "Suppose that your school were to vote on the proposition to abolish the School State and go back to the old order, do you think that boys who have been punished will bear a grudge and vote in favor of the plan?" the reply of one of the lads is significant: "No. Everybody knows that you get a squarer deal from the boys than from the teachers. Sometimes a teacher blames a fellow without stopping to find out if he really did it." Well may he blush when our pupils teach justice better than we!

The most significant value is the opportunity to meet what is perhaps the deepest demand of democracy—active, willing participation in the responsibilities of one's group. The school is a community with the problems of a community. It has certain functions to perform in its corporate capacity. It must mould character, it must teach, it must safeguard the health of its members, it must protect them against injury from the indifferent and the vicious, it must bring the weakest up to normal standards, it must encourage all to reach new and higher levels. These are the tasks of a community; and they mean most for the moral development of all concerned when not the principal and teachers alone, but when every boy and girl old enough to understand the fact realizes that the school actually is such a community and that to attain its ends it needs his ready co-operation. Two convictions on the part of the children are essential—first, that there is a common aim uniting each to his fellows and to the adult authorities, and, second, that in the furtherance of this aim, each has a part to bear in the common responsibility.

Wherever systems of pupil co-operation have been tried long and patiently enough, the testimony has accrued that they offer decided help to this end. To assist in keeping yards and halls and school neighborhood free from dirt and disorder, to help younger children across dangerous streets, to round up truants, to conduct assemblies, to see that the work of the classroom goes on in the absence of the teacher, all these are moral opportunities; for they give the chance to realize what it means to share the tasks and not simply the privileges of the group-life. In a New York high school the girls have organized themselves into committees to register and to welcome the new pupils in the opening of the term, and to assist them through the many details which make these days so burdensome to the administrative staff. Another school which I know has been wrestling for two years with

the problem of unsupervised study-periods. As yet the boys and girls do not all study as diligently as they did when teachers were present; but the attempt nevertheless to reach this end, the many discussions of its problems at meetings of the Student Council, the editorials in the school paper, are all aiding to make them realize that here is a portion of the general responsibility which they ought to make themselves able to carry.

It is not only in these matters of school routine that pupils can learn to participate in the obligations of their community. Especially in the high school, their efforts can be guided to making positive contributions to the larger life of which their school is in turn a part. I know an energetic superintendent in a small western city who has interested the collective energy of his pupils into helping their town in a number of important ways. In the course of school discussions upon their city's needs, they came to the conclusion that there were many ventures which the town should undertake. Their next step was to interest their parents and to hold a series of public meetings in the school, conducted by themselves and addressed by experts. Among other results they procured these wise measures: Improvement of the city's streets and sidewalks, starting a municipal playground, inaugurating a system of garbage collection, the employment of a municipal nurse, the beginning of a park system, the establishment of a public bathing beach and the erection of bath-houses.

When civic interests such as these are trained, who can doubt the wisdom of striving for them? Here is pupil effort at its best, for here is no question of restraining petty offenders, no fear of obvious punishment to compel good behavior, but the spirit most needed to re-make our communities—ready co-operative endeavor to further the common good. These are uncompelled expressions, born of genuine interest in community progress. Try to picture what America would be if every adult were so moved.

These are among the moral values of this educational method. It is worth the labor it costs for the opportunity it gives to drive home the lesson of collective responsibility and individual participation in the common share. *Its effectiveness is due to the fact that it permits the working out of moral experiences instead of mere listening to discourses about them.* There is all the difference in the world between "knowing" what is meant by sharing the obligations of your group and "realizing" them by practice. Whatever moral instruction on the subject of responsibility is imparted by the teacher becomes more meaningful since it interprets actual experience. When for example, pupils discuss with their teachers the ethical issues involved in their elections, in the duties of officers, committees and citizens, in the disciplining of offenders, in the creation of public opinion, in reconciling such conflicting loyalties as friendship for a delinquent and duty to the school—in short, in the multitude of concrete moral situations that constantly arise, they are getting an ethical instruction which strikes home because it clarifies experiences in which they are sincerely interested. A lesson on the care of trust funds means something real to a class whose committee has borrowed for its own use money appropriated for a class purpose.

It is for such reasons as these that the Self-Government Committee, as whose representative I speak, is concerned to enlist the interest of teachers. The particular form that self-government assumes, whether it be named republic, state, city or anything else is entirely secondary to the principle of active participation. That only this will save every community in the future from political incompetence we do not suppose. We cannot expect the citizenship of every child to be as fine in its adult life as it generally is in these earlier years. But if we never introduce our pupils in their most impressionable age to the idea of a social order where a passion for justice is more common

than indifference, how can we expect the vision to dawn later? The very emphasis upon citizenship which we put in these young years is a way of showing how important it should be counted. If the school fails to emphasize it in a vital way, what wonder that the matter is regarded in after life as negligible?

In many schools it happens that the teaching staff as a whole is not interested. May not one reason be that teachers themselves are not given sufficient chance for self-government? They are members of their community with gifts to contribute to the whole, but too commonly they are treated as if they had no other function than blind obedience to the orders of higher officials. They have little voice in shaping the curriculum or fashioning the other policies of the school system. The weekly conference gives an opportunity for every member of the faculty to contribute his share to the solution of the common problems; but is it always so considered? How frequent it is for so-called conferences to be only an assemblage of mute drill-masters summoned by the chief drill-master just to listen to his orders! Can we expect teachers to appreciate what living a democracy would mean for their pupils when they themselves are not permitted so to live? Can the spark of enthusiasm be kindled by those in whom it is dead?

We shall never attack the root-problems of character building until the teaching force as a whole is aglow. America spells opportunity, we are fond of saying. Its grandest opportunity is to liberate character—democratic character, that is, in both its immense staff of teachers and its millions of boys and girls. No graver responsibility has ever rested upon a people than the task of our beloved country to show that ethically, democracy is not an idle dream. To help equip all our sons and daughters in howsoever slight a degree to bear their share in that responsibility is worth every bit of effort that it takes.

#### SELF-GOVERNMENT COMMITTEE,

2 Wall Street, New York.

Richard Welling, Chairman.  
Lyman Beecher Stowe, Secretary.  
Charles S. Fairchild, Treasurer.

The Committee publishes a series of free pamphlets on the subject. It also employs an expert whose services may be procured for the asking by any school that wishes to introduce Self-Government.

#### FROM OUR SUBSCRIBERS.

I have been taking the Kindergarten Magazine for 16 years and it proved more helpful to me last year than any time since I began taking it. This year, with the pictures added, I consider it better than ever. I make use of the block-building, paper-cutting, and other illustrations. They give me a starting point for ideas. I keep the Magazine always on hand.

L. E. F., Hannibal, Mo.

I read and study every number of the Kindergarten Primary Magazine, and I seldom find a page in which there is not something that helps me in my work. I classify them under different headings and refer to them occasionally, to refresh my memory. The Committee of the Whole has helped me very much.

E. K., Rome, Ga.

It seems to me that every number of the magazine is just a little better than the one before. I find something to help me in every article, almost, that appears in the Magazine. Stories, songs, and games, I can always use.

G. L. G., Nashville, Tenn.

I am subscribing for two years at a time, for I do not want to miss a number.

JULIA M., Kansas City.

I found the story section in this Magazine most help-

ful. Also the Gift and Occupation suggestions. There are so many times one is at a loss to find the right gift or occupation. Would like to see those articles continued. And this year's Magazine is to be fine with the added Mother Play pictures.

N. E. D.

As I have only been a subscriber to your Magazine for about a year and a half, I hardly know what your subjects have been heretofore.

Under your Story and Game department I would like to see stories for dramatizing. I would also like to see some suggestions for mothers' meetings and songs with the music.

G. L. D., High Bridge.

Am enclosing my subscription for new year and must say I could hardly do without the many helpful articles that come each month.

The little "Gift" lessons have been very suggestive, while Dr. Hallmann's articles, those by Miss Merrill and those on the Montessori Methods have all been interesting and valuable.

L. S. M., Winnipeg, Man.

New York. The Normal College of the City of New York, Park and Lexington Avenue, 68th and 69th St. Public meeting of the New York Public School Kindergarten Association, January 21, 1914—4:00 P. M. Lecture by Susan E. Blow. Topic, "A Plea for the Study of Great Literature."

About \$15,000 is earned annually by the boys in the co-operative industrial course in the high school at Fitchburg, Mass.

#### SANTA CLAUS.

Santa Claus is coming soon,  
In his little sleigh,  
Hear his sleigh-bells tinkle,  
Tinkle all the way,

Santa Claus is coming soon,  
Down the chimney, oh,  
He is a very jolly man,  
In fur from top to toe!

Teacher's Magazine of New York, and Kindergarten Primary Magazine, both one year for, \$1.80

Educational Foundations of New York, and Kindergarten-Primary Magazine, one full year for, \$1.80

Miss Bertha Johnston, formerly editor of the Kindergarten-Primary Magazine, and present editor of the Committee of the Whole of this Magazine, is enjoying a trip to Europe. She is, at present, in London.

A comparison of 625 star athletes of the Naval Academy with 580 nonathletes, in both cases from the classes of 1892-1911, shows that apparently the non-athletes are in better physical condition than the athletes.

#### THE DRUM.

ELIZABETH FERRIS

I like a big drum, with its rub-a-dee-dum.  
'Tis booming and shouting, "Come, boys!  
Come and follow the boom of the beautiful drum,  
Leave everything, quick! and come!  
With a rub-a-dee-dub-a-dee-dum, boys,  
A rub-a-dee-dub-a-dee-dum!"

Then it sings a great song of how men the world long  
Have fought for their land and their homes, boys.  
It says, "Comrades all, if your country should call,  
Then you must be ready to come.  
To fight and to die, if there's need, boys,  
To the boom of the beautiful drum."

## DOLL LIZZIE'S BIRTHDAY.

SUSAN PLESSNER POLLOCK

## Part I.

Gertrude was four years old; her birthday had been finely celebrated, that is, her mother had baked her a birthday cake and placed four lighted candles around it; that had made Gertrude very happy. "Next, Nicks must have a birthday," said Herman the next day, "and then doll Lizzie may have her turn, and last, the new white lamb." That was a good thought. Grandma gave them a slice of biscuit, the forest must give the candles, pine needles, which stood stiffly just like little candles. They stood them up thickly in a circle about the round slice of biscuit, which was Nicksie's birthday cake. They carried it to the bench under the oak tree, and then they brought Nicksie himself, but first Herman put a pink on his breast, which he fastened with a pin. Herman's father, you see, had put a pink on him on his birthday, but Nicks, alas, had no button-hole in his fur, that was why they must use a pin.

When the children told rabbit Nicksie that today was his birthday, he rolled along quite happily with them out under the oak tree; he would have hopped if he had not been on rollers. The white lamb also rolled along, while Gertrude held doll Lizzie by the hand, so that she came marching quite quickly forward. Just at this time Hector came running back from a trip to the woods. How he pricked up his ears! He did not know that today was a birthday, but he wondered much what the round cake with the green pine needles sticking up around it meant. "Come on, old fellow," said Herman. "Come up closely and look at it all!" and Gertrude ran after Andy and Kitty, that they might have a good time too.

Now the whole company stood under the tree together and wondered what it was all about! Hector and Andy went quite near and Kitty, with one jump, was on the bench. All three smelled of the bread-cake. Fortunately, the green pine needle candles pricked their noses or they would surely have snapped it up. When they had enjoyed looking at it long enough, the cake was eaten. It tasted very nice, for grandma had sprinkled the circular piece of bread with sugar, the good grandmama! On the next day Lizzie was to have her birthday. That was decided, and Gertrude whispered in her ear that she would put a wreath on her head instead of a pink in the buttonhole. Lizzie was very much surprised and almost laughed aloud for pleasure, but when the next day came Grandmama said she wished to talk over some matters with the God-mother and would therefore go to Lerum. She would stay there to dinner and Herman and Gertrude could accompany her. To Lerum! That was delightful. Perhaps they would have the surprise of meeting Herr Pessumehr, or at least they might go into the castle-garden and see the parrots in the greenhouses (conservatory). The joy was great and Lizzie's birthday was forgotten.

It was late at night when they returned and now they had much to tell the dear father and mother. They had almost seen Herr Pessumehr this time, but just as they had opened the garden gate he had that minute unlocked the house door in order that he might enter, so they had only seen his coat-tails. That was unlucky, but therefore were they better able to admire the parrots and the turtle; the poor turtle that always looked so bored and could not himself play with the golden ball which the fountain continually tossed up into the air. The monkeys, who made faces, they had also watched—in fact, everything, except Herr Pessumehr, that was to be seen. The children could have talked one-half of the night, but it was time to go to bed and father and mother were strict about regularity and good habits—they must, therefore, stop talking for now.

Part II. will follow next time,

## THE SONG OF THE RED BIRD.

FANNIE LOUISE BURGHEIM

Far away in the darkest corner of the beautiful world, is the land, called by the wise, Blind Thoughtlessness. Here a little boy was born, strangely unlike his people, for his eyes were open, and struggled against the darkness. The people of this land could not see that his eyes were open, but they felt the difference, and left him alone. Every day he grew, and struggled more and more against the perpetual acceptance of the people in the land of Blind Thoughtlessness.

One day the denseness of this land melted slightly, and The Boy eagerly followed the faint gleam of light until he reached a place called Dim Light. Here the people saw but dimly, and the feeble light did not satisfy The Boy's craving. A wise man told the lad about the distant land of Sunshine, where all saw clearly, when they had earned the gift of Perfect Happiness. So The Boy of the Wide Open Eyes pushed past the dusky underbrush surrounding the border of the land of Dim Light, and, after many weary days, reached the land of Dancing Sunbeams, the land of the Singing Forest, the nearest he could aspire to the land of Full Light, until he had earned the gift of Perfect Happiness.

The beauty of the cool forests, the clear, pure water of the numerous springs refreshed The Boy, and he fell asleep. In the morning the warbling of the birds, the song of the brook and the whisper of the breezes awoke him.

"This must be the Land of Song!" exclaimed The Boy, and for sheer happiness he broke into a lusty carol.

"My, but you are happy," chirped a little bird, as he tilted on the limb of a tiny bush.

"Yes, yes," replied The Boy, "but surely I have not found the gift of Perfect Happiness so soon?"

"Oh, no," sang the bird. "It takes the best of us to remain happy when the storms rage."

"Are there storms here?" cried The Boy.

"You will see;" and the bird flew away.

But the days passed quietly, and The Boy sang with the forest.

"Surely," he cried to his little brown friend, "I have found the gift of Perfect Happiness now?"

"Twee Te Twee," sang the bird, and flew away.

That night, for the first time, the stars did not soothe The Boy to sleep, for they were hidden under dense black clouds that reminded The Boy of the land of Blind Thoughtlessness. The wind, however, sang the wildest and most weird of songs, and the brook sobbed as it sang. Suddenly a stillness came over the valley. The sweet pure notes of the Red Bird, alone, trilled and called throughout the terrible tempest, soothing the frightened boy, who clung so close to the damp earth. At last, one star came out, and reassured, The Boy fell fast asleep.

In the morning, the sun shone and the dew drops shimmered with the most wondrous baby rainbows; all the birds sang, and the breezes and the brook, but the sweetest music was the thrilling of the Red Bird, high up in the branches of a leafy apple tree.

"Surely, he hath found the gift of Perfect Happiness," murmured The Boy, and lifting his awed face to the lovely Red Bird, he whispered:

"Teach me how to find the gift of Perfect Happiness."

The Red Bird ceased his warbling.

"Do you know what the gift of Perfect Happiness is?"

"No," replied The Boy.

"Love is the gift of Perfect Happiness."

"Then teach me, oh, Red Bird, to find it."

"I will," sang the bird, and flew to the feet of The Boy. Here he dug his bill in the soft, moist earth, dropped something shiny and black into the tiny crevice

which he had made, and after covering it with the rich loam, he flew upwards, singing "Watch here."

For many days The Boy followed the sweet notes of the Red Bird, and each morning he noted a flash of scarlet hovering near the place of the tiny crevice. One morning a bit of green raised its feeble head above the earth and whispered weakly to The Boy, "A drop of water, please."

The Boy was tired from a long run around the forest in pursuit of the Red Bird, but he willingly ran its whole length again to bring a refreshing bath to the thirsty sprout. All day he watched the tender growing plant, and thus for many days he brought it water, cut down the overshadowing shrubbery to let the warm rays of the sun shine upon it. But The Boy never forgot the terror of the storm and the fear of it lurked in his soul. One night the stars were again hidden by the dense black clouds and the forest rocked and moaned. The Boy crept nearer to his little tree and laid a loving hand upon it but when the merciless lightning burst the earth asunder, when the wind shrieked and screeched with the increasing fury of the storm, fear seized The Boy's soul and he fled. Sobbing he sought refuge in a cave, which ran beneath the brook. In the morning, shamefaced, he sought his little tree and found its frail stalk lashed almost to the dripping earth. Then The Boy's overwhelming love for the little tree, together with his sincere repentance, cast fear out of his heart forever.

All day The Boy tended his little tree, bringing it healing baths from the brook, but the sweetest balm was his remorseful tears.

Thus for many years The Boy guarded the sturdily growing tree. In the winter, when the snows came, he watched to see that the strong winds did not break the growing stretching limbs. When the spring came, The Boy discarded his winter hut, hewed from the forest trees, and slept in the open. All through the long years the Red Bird carolled his song of promise, and each night The Boy prayed to the songster:

"Teach me the gift of Perfect Happiness soon."

One spring The Boy noted a new grace and beauty about the tree. The Red Bird hovered near its leafy boughs and sang and sang and somehow The Boy's heart kept singing and singing in accord. One morning the sweetest fragrance awoke him, and lo, on the topmost bough of his little apple tree, a great pink blossom nodded and sang a cheery "Good morning." Never had The Boy breathed so fragrant a perfume, never had the Red Bird sung so beautifully, nor had the voices of the forest ever blended in such perfect harmony.

For three days The Boy watched the glorious blossom, then one morning he awoke to find the petals scattered on the ground, and a tiny green knob bobbed where the pink blossom had danced to the singing of the forest; and somehow his heart kept on singing in time to the throaty notes of the Red Bird. Each day the knob grew rounder and larger and the sun's rays kissed it so ardently that it grew rosy from blushing. At last, there trembled on the topmost branch of the little tree, a great red apple which shaded to pure gold near its heart. As the happy boy gazed lovingly at the little tree which had borne such perfect fruit, a little singing breeze came along and brushed the apple into his outstretched hand.

Then the Red Bird sang the most wondrous of songs, piercing the lovely stillness of the forest with his clear high notes, and, as he soared away into the blue sky, he called:

"Boy, you have earned the gift of Perfect Happiness, it is the Apple of Love."

That night, when the storm raged, the Red Bird did not sing alone, for The Boy's heart sang too.

## THE LIGHT-BIRD

BERTHA JOHNSTON

As man is a unified and undivided whole, altho composed of various members, so the child becomes at first conscious of his being in its entirety and inseparableness before it develops the conception of the single and the separate. It is, indeed, most important all through life, for the inner and outer unfolding of the child, that this apprehension, this contemplation of the unity and completeness of life, become to him well-established and real, before he descends to the contemplation and culture of the individual and the particular. Mental and bodily activity seem and are so different in their purpose, but there is naught of them that does not, especially in the first unfolding, affect the other, so close is their interdependence. And in play with the limbs not even the leg movement, have we seen which has not, at the same time, laid claim to the sense of sight, yes, even in the boy's desire to climb to the moon, we must notice how the exciting of the sense of sight reacts on the child's bodily and mental activity.

Further, that the child, simultaneously with the exciting of the sense of sight, requires, nay, demands that of the sense of hearing, you see, thoughtful and solicitously observant, further, in this: how differently everything affects your child when you accompany it with word and tune than when you do not. And how, in agreement with this, you, without reflection, and without a moment's questioning, true to your mother instinct and feeling, at once join to words all you do with him, and more than this, clothe them with peculiarly vigorous accents.

But here again at least at the beginning, the apprehension of word and tune, and the awakening, unfolding, and cultivation of the sense of hearing, seem to be closely associated with that of sight.

Yes, this original oneness and homogeneity of the senses is to be seen, mother, in that your child, at the beginning, everything that he sees and that he feels in his little hand, takes at once to his mouth, but very soon, sight, the seeing sense, comes forward as examiner and regulator of these, as of all remaining sense perceptions; as, in the seeing sense, quite peculiarly, the soul, the true seer of man's being (or rather his being, as seer and soul) lies open before you. Therefore, you say: "Through your dear eyes, my child, I look into your soul." And we speak of a soulful, as in another relation, and in a higher, more spiritual meaning, of a beautiful eye; of a healthful eye and mind, for the highest and most important in the life of the child; we demand the exercise of this sense by the child from the first: "Ah, my child, look out!" "Look about you, child!" And we complain over the failure to use this sense. "My child, you see nor hear nothing!" In this you directly express how important is the cultivation of the sense of sight, the seeing sense, for the inner and the external welfare of your child; how peculiarly it is the true centre of his soul nurture and again, the source and germ of all that educates his life and spirit.

Thus, dear mother, we have reached with mutual understanding and clarity, the center and point of departure of all your dear child's nurture, which we would bestow upon him by means of these Mother Plays and songs. We would elevate him to the undisturbed, untroubled development, the undisturbed use of all his spiritual activities, as one that is a unity in himself; we would, without injuring his healthy life, or without chilling the warmth of his sympathies; on the contrary, holding fast to this health and warmth of life, through feeling, through self-possession, we would make your child to SEE, in the completed and highest significance of the word—seeing and feeling.

For seeing, with sympathy and love is the highest

(Continued on page 116)





# THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,

329 CLINTON ST., BROOKLYN, N. Y.

TO THE EDITOR:

My attention was attracted some time ago to the following item in a daily paper. It seems to me it reflects little credit upon us as a Christian nation. What can be done to counteract such unkindness on the part of children?

### Zoo Crowd Jeers at Hindu.

A tall East Indian clad in white flannels and wearing on his head a brilliant red turban attracted more attention than the animals at the Bronx Zoo as he wandered about the park paths, followed by an army of women and children. Several times he paused and motioned them back.

Tired of the attention he attracted, he left the Zoo, and an hour later was found where some 200 children were taunting and teasing him. Capt. Hodgins took the man to the station house. There by much questioning it was learned that the East Indian was Mazie Shek, cook on a tramp steamer. Shek said he went out for a walk but could not find his way back to the ship. He was sent to the Municipal Lodging House for the night.

New York City.

I. T. B.

Unkindness to aliens or to those who differ from us in dress, manners or customs is common to the unthinking, the untraveled, and the uncultivated. In children it seems to be a survival of the days of savagery. It is one form in which the clanish instinct expresses itself. Lack of imagination, the inability to "put oneself in his place," leads to such thoughtless acts of cruelty.

It might be well to make this excerpt the text for a short discussion at Mothers' Meetings, and also, the teacher might read it in class some day and ask the children what they thought of such conduct. Tell them that in Japan, while children might follow a foreigner out of curiosity, travelers agree that in such a case they would exhibit no rudeness nor unkindness. They are trained to courtesy. Read to them or have them read "Seven Little Sisters" and "Ten Boys on the Road From Long Ago to Now," or similar books, and explain how each nation has something to contribute to humanity, and that if we send missionaries to other countries to tell them that our civilization and religion are better than theirs, even little children must prove this by their actions.

The editor once passed a small flat dwelling outside which stood a hearse, while the funeral services were being conducted inside. It was winter weather and the children had made a slide a door or so from the dwelling, and some were sliding and yelling and making a great noise while others stood curiously around. Thoughtlessness, heartlessness, irreverence even in the presence of death—these are all too common in our American life, and teachers and parents may accom-

plish great good if they work together to inculcate in children imagination and sympathy for the troubles of other people; not the sympathy that weeps over a sentimental story, but that which refrains from giving pain and which is glad to give such kindly aid as a child can give.

TO THE EDITOR:

I came across this Prayer of the Horse recently and it occurred to me that it was suitable for the columns of your Christmas issue, especially for the teachers of the rural schools.

S. T.

"To thee, my master, I offer my prayer. Feed me, water and care for me, and when the day's work is done provide me with shelter, a clean, dry bed and a stall wide enough for me to lie down in comfort. Talk to me. Your voice often means as much to me as the reins. Pet me sometimes, that I may serve you the more gladly and learn to love you. Do not jerk the reins and do not whip me when going up hill. Never strike, beat or kick me when I do not understand what you want, but give me a chance to understand you. Watch me, and if I fail to do your bidding see if something is not wrong with my harness or my feet.

"Examine my teeth when I do not eat. I may have an ulcerated tooth, and that, you know, is very painful. Do not tie my head in an unnatural position or take away my best defense against flies and mosquitoes by cutting off my tail.

"And finally, oh, my master, when my useful strength is gone do not turn me out to starve or freeze, or sell me to some cruel owner to be slowly tortured and starved to death; but do thou, my master, take my life in the kindest way and your God will reward you here and hereafter.

"You will not consider me irreverent if I ask this in the name of Him who was born in a stable." Amen.

TO THE EDITOR:

The streets of New York City have suddenly become alive with boys rolling along on a new kind of vehicle (?) which seems to be an extension of the roller-skate and which is so simply made that I must write you a description of it so that teachers can show other boys how to make them. Once one boy has constructed one, every other boy in the neighborhood will soon have one. They call them "push-mobiles" or "skate-automobiles" and are made as follows: Take two pieces of wood about three inches wide and two or more feet long. At one end of one, screw two of the wheels of a roller-skate and fasten the remaining pair of wheels at the other end. Then nail the second piece of wood at right angles to the first. The boy stands on one board and holds on to the other. Giving a push with one foot, off he goes, rolling and sliding along, the impetus often carrying him a considerable distance, especially if the street incline slightly.

Every muscle of the body is exercised, and although the noise of the rolling wheels is not pleasant to sensitive nerves, it is nevertheless a pleasure to know of one more inexpensive toy that employs happily the normal city child who must spend so much time in the streets. F. M.

#### TO THE EDITOR:

It will interest parents and educators living in the vicinity of New York and Brooklyn to learn that Dr. Henry Neumann, Ph. D., leader of the Brooklyn Society for Ethical Culture, will give a course at the well-known Brooklyn Institute of Arts and Sciences, on "Moral and Civic Education." The course will study aims and methods in character-building from childhood through adolescence, beginning with a broad survey of the social forces working for and against sound moral development. M. L.

The editor calls attention to a fascinating little book, by Hedwig Levi, the fourth in her series of occupations for children from the standpoint of Froebel. This is called "How to Make Doll Furniture Out of Matches and Match Boxes." It is well illustrated with diagrams and with photographic reproductions of the finished products. These are charming in the extreme, being finished with painstaking care. Fifty-eight pieces of furniture are described. Although written in German, the illustrations are so clear that the articles can be made by an intelligent child with an occasional word of explanation from a German-speaking friend. Published by Otto Maier, Ravensburg, Germany. We understand that E. P. Dutton & Co., New York, handle Miss Levi's books.

### THE LIGHT-BIRD

(Continued from page 114)

attribute of being, yes, even of God, the eternal foreseeing and providing Love.

You may, therefore, confidently follow me along the beaten path, yet always with clear eyes, with deeper, broader insight, and especially with entire trust, for it is the way which, from now on we must travel, through that region, as simple as it is great, of child culture; the fostering and employment of his life instincts, the education of his impulses for occupation.

And now to the little play itself, I have found it in all grades of social life, in village and town, as I grew up with it myself, played with it in my own family circle, and as a boy, so often did it for the pleasure of my younger brothers and sisters.

Love produces for the child the Light-Bird, a beam of light upon a shaded wall, by means of the reflection of sunlight from a shining surface; taking a piece of looking-glass, or else other reflecting surface (even that of water in a vessel, glass or cup will serve) so, by means of the reflection of a sunbeam upon an unlighted wall (altho opposite the sun) to make it visible as a moving spot of light.

The higher significance of the little play is indicated in the song and motto, but it is not the only one that may be found therein and the same is true of the preceding and the following plays, songs and mottoes, nor are these songs and mottoes, nor this explanation, given to you with the idea that this is the only, nor yet the best that one is made to feel, think, express, or arouse in the child; all is given to you, thoughtful mother, only as an example, as it were a guide, how to keep, to share, and to awaken in your little one, what they make, perceive and so express, you yourself feel.

"Mother, what has the boy in his hand?" "It is a little mirror." "What will he do with it?" "He wants the sun to shine on it." "Why?" "So that a spot of light, of sunshine, shall shine on it for the pleasure of his little brother." "Oh yes, I see it, it looks like a little bird." "Yes, it seems so, too, to his little brother, and so he wants to catch it, just like a birdling,"

"Mother, give me your little mirror, I want to make one." "Here is a cup, which makes one also, but don't break it." "See, mother, I can do it too." "Why not?" "You do it, mother, for I want to catch the bird." "Yes, do it." "Oh mother, the light bird won't let me catch it; when I think I have it **under** my hand, it shines **on** my hand." "Yes, the Light-bird is only pure light, and that cannot be captured. We cannot capture everything." "You cannot catch me, mother!—just try once." "See, I have caught my darling. You must be quicker, dear." "Look, mother, what are the children doing?" "They are trying to catch the butterflies, the two girls with their net, the little girl with her hand, and that one there, who rests on her knee, with her skirt, but it has escaped." "What is the little girl on the wall doing? She stands so still?" "Do you not see how she raises herself; she wants to help the children there, but cannot get over the wall but she raises herself as high as she can." "But mother, the boy there can get over the wall, I would want to, too, why doesn't he climb entirely over?" "Do you not see how he looks at his brother, who wants to catch the swallows under the roof; but it has flown away, so that we cannot even see it." "There are two little children yet, but they sit and stand so quietly, they certainly are not trying to catch anything, mother." "And yet, my child, they want to hold something. Guess what?" "I do not know." "There over the two lakes the sun sinks so serenely, they would like to hold its golden beams much longer. Can that be done, my son?" "And where do you suppose, mother? The sun is so far away, there behind the hills on the lake, and the beams are only light." "And yet they hold them fast." "No, mother, that cannot be." "Yes, child, through their eyes, in their hearts." Do you not know how father said goodbye to you with such kind eyes and loving look, when he left us on his last journey, and did you not recently tell me about it again, and so see it for yourself, as you asked: "Doesn't dear father come back soon?" "Oh, yes, mother, I always see the dear father;" "See, dear, fathers' **love** you can also see and hold fast, even if he is not actually here in his person and body." "Yes, indeed, mother, I can."

### Democracy in the School

ELLA FLAGG YOUNG

(EXCERPT FROM ADDRESS)

Our schools are not so democratic as they should be or as they will be; democracy in the schools spells opportunity; every child is gifted with certain abilities, and it is the duty of the teacher to bring them out. It is the duty of the public school teacher to bring out the best in the child.

Several of Arizona's school laws are models of simplicity and effectiveness, according to officials of the U. S. Bureau of Education.

The Progressive Teacher of Nashville, Tenn., and the Kindergarten-Primary Magazine, both one full-year, for only \$1.20

School and home education of Bloomington, Ill., and the Kindergarten-Primary Magazine both one full year, \$1.80

American Education of Albany N. Y., and the Kindergarten-Primary Magazine, both one year, \$1.80

The School Century of Oak Park, Ill., and the Kindergarten Primary Magazine, both one year, \$1.60

The School Bulletin of Syracuse, N. Y. and the Kindergarten-Primary Magazine, both one year, \$1.60

Ohio Educational Monthly of Columbus, and the Kindergarten-Primary Magazine, both one year, \$1.60

## BOOK NOTES

*The House With the Silver Door.* By Eva March Tappan. Cloth. 185 pps. Size about 6x8 inches. Price \$1.00 net. Published by Houghton Mifflin Company, Boston, New York and Chicago.

Three original fairy stories, "The House with the Silver Door," "King Hansel the First," and "The Star Princess," told in Miss Tappan's natural and excellent way. Prettily illustrated.

*Wonder Songs.* By Clayton Johns. Paper. 20 pps. Price 75 cents. Boston Music Company, Boston, Mass.

Six selections from "Artful Anties" by Oliver Herford, as follows: "A Belatefl Violet," "The First Rose of Summer," "The Three Robbers," "Heroes," "The Elf and the Dormouse," "A Fable."

*Songs for Children.* We have received from the Boston Music Company, Boston, Mass., five little volumes in paper under the above title. Price of each, 75 cents. They are as follows:

Five Children's Songs from Robert Louis Stevenson's "Child's Garden of Verses," Music by Daniel Gregory Mason.

Five Songs for Little Girls and Boys, by Mari Paldi.

Five Songs with Piano Accompaniment, by N. Lind-say Norden.

Six Sing Songs with Piano Accompaniment, by G. Marschat Loepke, to words by Robert Louis Stevenson.

Pillow-Land, Six Songs with pianoforte accompaniment. Words and music by Clifton Bingham.

*The Song Child.* Songs for School, Home and Kindergarten. Music by Carrie Bullard. The Boston Music Company, Boston, Mass. 40 pps. Price 50 cents.

Twenty-one delightful songs relating to the seasons, child life, nature study, the holidays, etc.

*The Song Book of Nursery Rhymes.* Paper. 26 pps. Price 75 cents. The Boston Music Company, Boston, Mass.

Contains 17 of the best known and ever popular nursery rhymes set to music for the young, by Joseph Fredericks.

*School Efficiency.* A Constructive Study Applied to New York City. Being a summary and interpretation of the report of the educational aspects of the school inquiry, by Paul H. Hanus. Cloth. 228 pages. Published by World Book Company, Yonkers-on-Hudson, New York. Price \$1.00.

Few more important educational books have been issued during the past decade. This series should be read by every teacher.

*Songs for Tom, Dick, Bob and Peggy.* Music by Benjamin Whelpley. Words by Elizabeth Gould. Illustrations by Josephine Bruce. Boards. 56 pps. Price \$1.00 net. Boston Music Company, Boston, Mass.

16 illustrated songs for little children, with music, as follows:

When Peggy Rings the Bell, The Shadow, Clouds, The Bubble, Knight of the Hobby Horse, The Sea Shell, Swing Song, The Moon, Little Red Bush, The Wind, Procession Days, The Snow Man, Darks Nights, The Rain, Lullaby, The Kite.

*The Book of Useful Plants.* By Julia Ellen Rogers, author of *The Tree Book*, *The Shell Book*, etc. Beautifully bound in cloth. 374 pps. Size about 5x7½ inches. Numerous full page illustrations. Price \$1.10 net. Published by Doubleday Page & Company, Garden City, Long Island, New York City.

Popularly told facts about those important plants that feed and clothe the world. They are treated as living personalities and their habits, relationships and the services they render are all discussed in simple, untechnical language that will lay bare the great field of fact and romance that underlies the greatest industries of all people. This book puts us in a new viewpoint to the world around.

*Little Girl Blue Plays "I Spy."* By Josephine Scribner Gates. Boards, beautifully illuminated covers. 52 pages. Size 5¼x6 inches. Price 50c net. Published by Houghton Mifflin Company, Boston, New York and Chicago.

A new "Little Girl Blue" story, in which the small heroine who is a doll—plays "I Spy" and indulges in many new and diverting escapades.

*A Book of Fairy Tale Bears.* Edited by Clifton Johnson. Cloth. Illuminated covers. 184 pps, size 4½x7. Price 75c net. Published by Houghton, Mifflin Company, Boston, New York and Chicago.

This collection of about twenty of the best fairy stories about bears has been gathered from the folk-lore of all nations. The stories will be most interesting to children from five to twelve years old, but to all who are interested in fairy tales or folk-lore this method of presenting familiar fairy stories should have special appeal. The colored illustrations are decorative and striking.

We have received from the Grand Rapids Public Library a copy of their October Bulletin which contains a revised list of the library books on vocational guidance with an outline of the course of study relating to this subject adopted by the City of Grand Rapids. This list was originally published in October, 1911, and the present revision is based on the experience of two years work. The bulletin should be of interest to teachers and supervisors everywhere.

We have received from A. Flanagan Company the Primary Plan Books for November and December, by Marion M. George. These books are published at the low price of 25 cents each, and contain an average of about 125 pages. The Christmas Plan Book, by the same author, price 25 cents, abounds in good things, and every teacher should have a copy. The same firm have also sent us the Intermediate and Grammar Grade Plan Books, by the same author, prices same as for the Primary Plan Book. The whole series is most helpful.

We have received from Houghton-Mifflin Company five beautiful volumes of children's books, beautifully bound with illuminated covers, and containing numerous color plates. They are all large in size, about 6¾x8½ inches, containing 30 or more pages each. Printed on beautifully tinted stock, and presenting altogether a most beautiful volume for children. The price is 50c each, net. The subjects are as follows: The Three Golden Apples, by Nathaniel Hawthorne; The Story of Richard Doubledick, by Charles Dickens; Captain Boldheart, a story for children, by Charles Dickens; William Tinkling, by Charles Dickens; The Paradise of Children, by Nathaniel Hawthorne.

*"Ballads of the 'Be-Ba-Boos.'*" By D. K. Stevens. Illustrated by Katherine Maynadier Daland. Cloth, 100 large pages, 7¾x10¼. Published by the Houghton, Mifflin Co., Boston and New York.

This book contains 12 illustrated ballads for children, as follows: The Great Bowling Match, The Aviator, The Marine Disaster, The Weather Man, The Spring-Leg Cassowary, The Military Band, The Society Circus, The Fourth of July Regatta, The Annual Fishing Match, The Agricultural Fair, The Unsuspected Talent, The Christmas Tree.

"Child Land in Song and Rhyme." By Harriet Blanche Jones. Music by Florence Newell Barbour. Boards, 54 large pages, 7 $\frac{3}{4}$ x11 inches. Price \$1.00 net. Published by Arthur P. Schmidt, Leipsig, Germany, Boston and New York.

Contains four greeting and good-bye songs, thirteen nature songs, seven birds and bees songs, eight farm songs, three patriotic songs, five play-time songs, six dance rhymes, with some 15 or 20 other songs of a special or miscellaneous nature, and including a Thanksgiving and Christmas and Easter song. All specially for little children.

"Song for the Home and Kindergarten." By Ida C. Knapp. Paper, 54 large pages, 8x10 $\frac{1}{2}$  inches. Price not given. Published by White-Smith Music Publishing Co., Boston, New York and Chicago.

The author aims in these songs to present the simple material of the child world, his home, his environment and his natural interest, in a childlike manner, thereby obtaining a free and spontaneous expression of what he can easily understand. The book presents three songs with music, related to the Tea-Party, eight relating to the family, five bird songs, three boating songs, and some twenty or more other child songs.

"Story Telling Poems." Selected and arranged for story-telling and reading aloud and for the children's own reading. By Frances Jenkins Olcott. Cloth, 384 pages, 5 $\frac{1}{2}$ x7 $\frac{1}{4}$  ins. Published by Houghton, Mifflin & Co., Boston and Chicago. Price \$1.25 net.

In this volume are brought together fables, legends, tales of humor and feeling, fairy, magic, historical stories, parables and sacred stories. All told in verse. The rhymes and poems are selected for their story-telling quality, for their lively interest to children, their humorous and ethical value. They are grouped under subjects and are as far as possible graded so that they may be used in the class room with ease from grades first to eighth.

"Nature and Industry Readers." By Elizabeth V. Brown, Supervisor of Primary Schools, Washington, D. C. Published by the World Book Co., Yonkers-on-Hudson, New York. Price not given.

A series of supplementary readers, which draw upon the world's best literature. They present well selected nature material and stories on industry. They are adapted to use as readers, or to supplement nature, geography or history lessons. In this series of books an effort is made to present subjects so familiar to children that they may observe nature in the city garden, and parks, as well as in the field. They have been made in sequence so as to aid the young observer in his rambles with Dame Nature. In addition to miscellaneous interest, the stories deal especially with plants, insects, reptiles and animals.

"Vocation and Learning." By Hugo Munsterberg, Ph. D., M. D., Litt., D. LL.D., of Harvard University. Cloth, 289 pp., 5 $\frac{1}{2}$ x7 $\frac{3}{4}$ . Published by the People's University, University City, St. Louis, Mo.

Mr. Munsterberg is the author of several volumes of somewhat similar import. The author feels strongly that the right guidance of the youth to the special life occupation is a function of the community no less important and no less difficult than the right schooling. He asserts that the first step toward the fulfillment of this too long neglected duty must evidently be the analysis of the demands which are made by the various vocations, and therefore understanding given to the deeper inner demands of our occupation and professions. The book is written with the sincere hope that it will help to a fuller understanding of the social problem in which perhaps all the other problems of society are rooted.

"Barbara's Philippine Journey." By Frances Williston Burks, with introduction by Frank M. McMurry. Illustrated by Herman Heyer, Earl Harter and G. W. Peters. Cloth, 199 pp, 5 $\frac{1}{2}$ x8 ins. Price not given. Published by World Book Co., Yonkers-on-Hudson, New York.

One of the most difficult portions of the entire elementary school curriculum to teach is that of geography dealing with the broadest facts about the earth, as a whole, namely, the continents, ocean, climate, leading surface features, etc. This volume is intended to teach geography by relating the earth to man. It follows similar lines to those famous books, "Each and All" and "Seven Little Sisters," by Jane Andrews. It may be called biographical studies of geography, presented in story form, giving the facts in relation to a child, sure to interest the children, while the statements are truthful and instructive.

"Pedagogical Anthropology." By Maria Montessori, M. D. Translated by Frederic Taber Cooper. Illustrated. Frederick A. Stokes Co., New York. Price, \$3.50, net; postpaid, \$3.75.

In these days of study of the Montessori method, this book of lectures, which show the scientific foundation of Dr. Montessori's ideas, will be of great interest to her followers.

Pedagogical anthropology, according to Dr. Montessori, studies man with a view to his future development and possible betterment. The only way we may use our educational opportunities to the utmost, she believes, is by starting with such a scientific study and applying the discoveries to education. To learn step by step something of the goal of development, to learn how this development may be assisted, and to do so by scientific methods—these are her aims.

This volume comprises the lectures given by Dr. Montessori in the University of Rome during a period of four years.

"Education—The Old and the New. School Management, the Experience of Half a Century." By William P. Hastings, Battle Creek, Michigan: published by the author. Cloth. Illustrated, 299 pp. Price \$1.00 net.

The American Primary Teacher says of this book: William P. Hastings is an octogenarian who writes that he is "not injured" by a half century of school work, and gives as his reason "the use of systematic physical culture—work on the farm." His experience is his "apology" for setting down many practical hints and a little theory on primary and grammar school education. He touches on almost every phase of education from genetic psychology and the fine arts to moral training and the relation of subordinate teachers to principals. He is thoroughly optimistic in his advice to teachers, because he says he has observed so many wonderful changes for the better and has such confidence in the patriotic character of our present educators that it is reasonable to expect much greater progress than there has been in the past, "for our present leaders of public sentiment are better educated than were their predecessors who have wrought these wonderful improvements, making the future full of even greater things."

Carlo. By A. B. Frost. Cloth, 109 pages, Size 10x8 ins. Published by Doubleday, Page & Co., Garden City, N. Y.

A new book of drawings by the author who visualized Uncle Remus. The drawings are all new and are in Mr. Frost's best vein. The career of Carlo, a shaggy and overgrown puppy, is whimsically portrayed—his Odyssey of trials and adventures—a book to make people smile.

School and Home, one of the live, progressive educational publications of the South, and the Kindergarten-Primary Magazine, both one full year for \$1.15

# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

**DEAR RURAL TEACHER.**—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

## DECEMBER

The earth has grown old with its burden of care,  
But at Christmas it always is young;  
The heart of the jewel burns lustrous and fair,  
And its soul full of music breaks forth on the air,  
When the song of the angels is sung.

—PHILLIPS BROOKS

### CHRISTMAS TREE BUSY WORK

Let all the busy work of the month be a preparation for a Christmas tree. In a few homes there will be trees, and some children will attend Sunday Schools where this will be a part of the Christmas festivities. But why not add to the pleasures of the less fortunate children by having a real tree at school, one in which each child is interested, one in which each shares in the giving and the receiving?

1. Paper chains of red and green construction paper should be made and used to decorate the tree.

2. Bells may be cut from red Bristol board, and stars from gold and silver paper mounted upon card or Bristol board.

3. Teach the children to cut tissue or light weight construction paper to imitate the fringed paper sold in rolls or packages.

4. Allow the smaller children to draw and cut from a pattern cornucopias, if too difficult to sew or paste in shape, they may be completed by the teacher or older pupils.

5. Stockings and boxes may be made for candy.

6. Suggestions given in the magazines from time to time in the use of reed and raffia will be useful here in making Christmas gifts,—the napkin ring, book-mark, picture holder, basket, table mat, doll hat, etc.

7. For work in paper cutting and drawing, booklets may be made. Make use of the holly and also pictures of the Madonna. Children will enjoy representing the journey of the "Three Wise Men." Use a dark blue mounting board for a foundation, put in a few green palm trees, a light tan paper for the sandy desert, the three men mounted on camels in dark brown, and the gold stars in the sky, the one guiding star being much larger than the others.

### THE CHRISTMAS SPIRIT

Let the last week be spent in teaching the real meaning of Christ's birth. In the preparation of Thanksgiving much time has been given to showing the spirit of thankfulness for the gifts of the earth, and how easily the thought may be continued to the greatest of all gifts, the Christ child. Peace and good-will to all should prevail during this season, if at no other time. It is a time when we should put aside all quarreling, envy, jealousy, and ill-nature.

Christmas in Norway and Sweden is called "Yule-Peace," for at this time every one even the children who have not been friendly make up and are friends again.

Every kind thought, word, and act for others is as truly a Christmas gift as any one could give. Many hearts are aching for kind words and sympathy, and not material gifts unless these are tokens of a kindly spirit. There is heart work to do as well as hand work.

### SUGGESTIVE PROGRAM

The Birth of Christ - The Bible, Matt II; Luke II  
Christmas Quotations  
Song - - - - - Jingle Bells  
Christmas in Other Lands.  
Song, - - - - - Three Cheers for Old December  
Story of Santa Claus.  
The Three Wise Men.  
The People and Customs of Bible Lands.  
Tiny Tim's Christmas Dinner--Dickens's Christmas Carol  
Christmas Bells, - - - - - Longfellow  
Christmas, - - - - - Phoebe Cary  
The Christmas Sheaf, - - - - - Phoebe Cary

### A CHRISTMAS TELEPHONE

I wish I had a telephone  
With golden wires unfurl'd,  
And long enough and strong enough  
To reach around the world—  
I'd ring up everybody  
Along the line and say,  
"A very Merry Christmas  
To you this Christmas Day." —Selected.

### CHRISTMAS EXERCISE

For nine girls and boys. Make nine bells and paste upon them the letters used. As each child comes forward he holds up his letter, when all are in line we have the word Christmas.

C is for Christmas, a bright happy day.

Which brings joy and pleasure to all, we will say.

H is the Holly so red and so green,

Usually hung in the window and sure to be seen.

R is the Reindeer so swiftly he goes,

That Santa is there before he well knows.

I is the Ice which is needed, we say,

To send the sleighs quickly along on their way.

S stands for Stockings we hope will have toys

Just heaped to the brim for wee girls and boys.

T stands for Turkey so juicy and sweet,

For surely at Christmas we think it a treat.

M for the Mistletoe with berries so white,

Without it our Christmas would not seem just right.

A is for Any who hopes he will find

A number of gifts of just the right kind.

S is for Saint Nick, the children's best friend,

T'is hoped that his visits just never will end.

All—"Everybody welcomes me

Friends are far and near,

For I the Christmas bring the joy

For all the long, long year."

# NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

By Laura Rountree Smith

## CHRISTMAS GAME.

The children stand in two lines, facing each other. They sing:

All the stockings in a row,  
Are empty now from top to toe,  
Who'll fill them all before we go?  
Jolly old Santa Claus,  
Jolly old Santa Claus,  
Jolly old Santa Claus,  
He'll fill them all before we go,  
Jolly old Santa Claus,

or only pretend to do so, in each little hand. The children waken, march forward and back singing to the same tune,

All the stockings in a row,  
Were empty once from top to toe,  
Who fills them all with gifts you know?  
Jolly old Santa Claus,  
Jolly old Santa Claus,  
Jolly old Santa Claus,  
Who fills them all with gifts you know?  
Jolly old Santa Claus,

They choose a child from either line to run out and become the Brownie, the Sandman and Santa Claus. The children march to their seats and the game is ended.

## A CHRISTMAS SONG

LAURA ROUNTREE SMITH

All the stockings in a row, Are empty now from top to toe, Who'll  
fill them all before we go? Jol-ly old San-ta Claus!  
Jol-ly old San-ta Claus, Jol-ly old San-ta Claus, He'll  
fill them all before we go, Jol-ly old San-ta Claus!

The children all hold out their hands as though they were holding stockings,

The children in the first line say:

“Who'll fill the stockings in a row?  
They are empty now from top to toe.”

The Brownie runs in and pretends to put something in each hand of those in the first line.

The children march forward and back singing their song.

The children in the second line say:

“Who'll fill the stockings in a row?  
They are empty now from top to toe.”

The Sandman runs in and pretends to fill the stockings of those in the second line. They all nod heads. Santa Claus now steals in and he may drop a candy

If desired the Brownie, the Sandman and Santa Claus may recite the following verses when they run in to fill the stockings:

1. I am the Brownie, ha, ha, ho, ho,  
I will fill them all from top to toe.
2. I am the Sandman singing low,  
And very sleepy you must grow.
3. I am jolly Santa Claus, you know,  
I will fill the stockings in a row.

## DECEMBER VERSE AND PLAYS.

Scale Song.

We wish you a Merry Christmas,  
Santa'll down the chimney creep,  
Merry, merry, merry Christmas,  
Wake up, children, from your sleep!

**A SANTA CLAUS PLAY.**

(The Foreign children and Boy Scouts should wear appropriate costumes)

Olaf.

Little Olaf, from Norway, you see,  
Through the window he'll throw a present to me!

Hilda.

Hilda looks for a present too,  
In Holland she puts out a wooden shoe!

Jan.

I'm a Russian Boy with a bundle of hay,  
For Santa's reindeer, I bring it to-day.

Arthur.

I'm an English boy, holly I bring,  
In England sweetest carols we'll sing.

Marie and Mary.

French and American girls are we,  
And we'll hang up stockings as all can see!

(These children leave shoe, stockings, etc., and pass out; enter the Boy Scouts)

1st. See, Olaf has been here and left a present, I wonder if Santa Clause will remember him?

2nd. See, Hilda has been here and left her wooden shoe!

3rd. Jan left a bundle of hay for Santa's reindeer!

4th. The English boy left a wreath of holly.

5th. A whole row of stockings are waiting here for Santa Claus.

(Enter, another Boy Scout)

6th. Oh, boys, here is a letter from Santa Claus!

All. A letter from Santa Claus!

6th. He says:

Dear Boy Scouts,

I have so many new places to go this year, I believe you can help me.

I do not want to forget any boys or girls. Some of the children have moved away and they left no address.

Olaf and Hilda have left their own country and left no address.

Will you help me find these children, and also the little Russian boy who always leaves a bundle of hay for my reindeer?

Do help me give these children a Merry Christmas.  
Santa Claus.

Boy Scouts.

We all will help Santa Claus!

(They go out and return with toys which they place in the stockings and the shoe and in various places about the room.)

All.

We are the Boy Scouts glad and true,  
Hurrah! Hurrah!

We all will deck the Christmas Tree,  
Hurrah! Hurrah!

We are very useful now because  
We all will help old Santa Claus!

(They pass out, the others re-enter, take their presents, and march out, singing any well known Christmas song).

**THE STOCKINGS.**

(Children hold up stockings and recite)

All.

Red and white and blue  
Stockings in a row,  
Who will fill them all  
Full from top to toe?

1st. I'm a little red stocking, as all can see,  
I want to hang from a Christmas Tree!

2nd. I'm a little white stocking, I hope to hold  
A doll, and a little thimble of gold!

3rd. I'm a little blue stocking, like any other,  
I want a ball for dear baby brother!

All. (hanging them up)

Red and white and blue.  
Hang them up with care.  
By the fireside.  
Santa will be there.

**JOLLY LITTLE ESKIMO.**

Jolly Little Eskimo,  
In your house of ice and snow  
It is time for Santa Claus,  
I wonder if you know?

Jolly Little Eskimo,  
Can you a stocking spare?  
Now, if you have a fireplace,  
You'd better hang it there!

Jolly Little Eskimo  
Lives far away, 'tis true,  
But he may dream of Santa Claus,  
The same as I or you!

**A FINGER PLAY.**

Here is the chimney we all believe, (hold both arms up)  
Santa'll come down it on Christmas Eve!

Here are the stockings all in a row, (wave hands)  
Waiting for Santa Claus, you know,

Here is a candle shining so bright, (hold up one  
To Guide old Santa Claus through the night! finger)

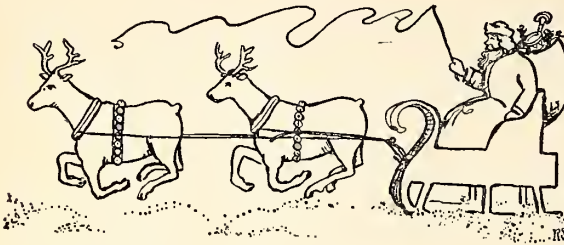
Here are the reindeer, with merry sound,  
(extend arms, move fingers)  
Their little hoofs strike the frozen ground.

Hark! down the chimney old Santa'll creep,  
(hand to ear)  
To see if the children are sound asleep! (nod heads)

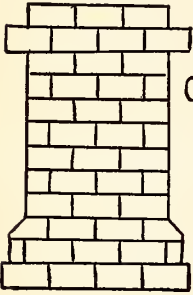
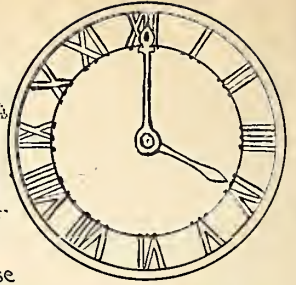
Clap your hands, at break of day, (clap)  
Old Santa rides off in his sleigh!

(Some one outside jingles sleigh bells)

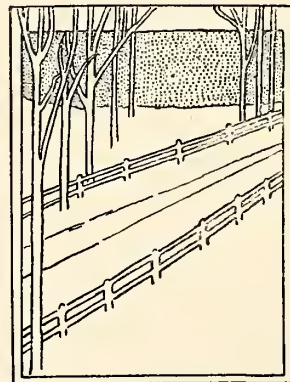
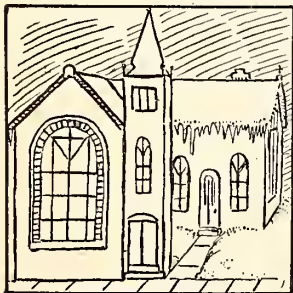
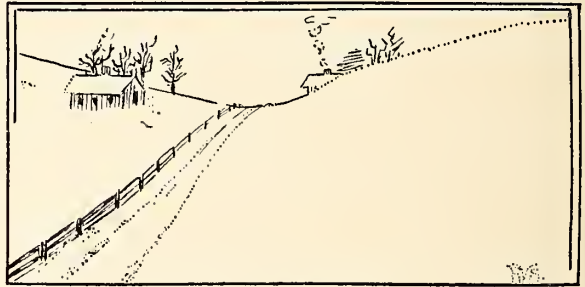
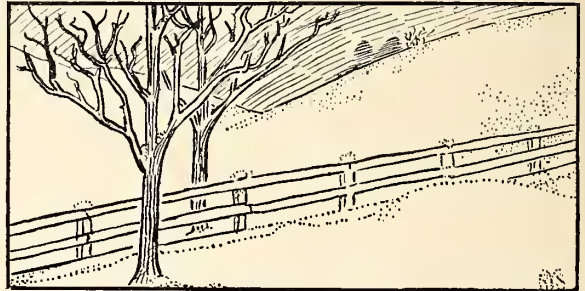
Some Simple Designs for Drawing, Paper Cutting, etc.



Snow covered house



Chimney



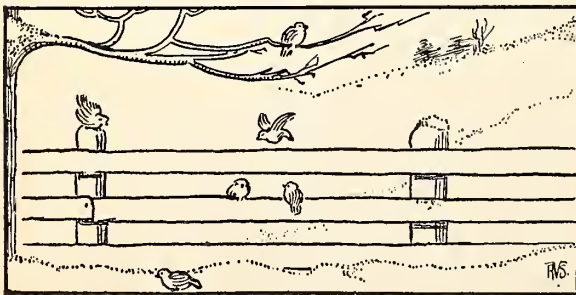
Book cover design



Electric light



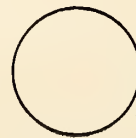
Table lamp



Snow shovel



Five pointed star



Full moon



Crescent Half moon



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THIS page is published for the benefit of our subscribers scattered over the U. S., many of them remote from stores where books relating to their work can be obtained. It will tell you where to send. Look it over each issue and it will keep you posted as to the latest books for Kindergarten and Primary Teachers.

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# THE KINDERGARTEN

— PRIMARY —

## MAGAZINE



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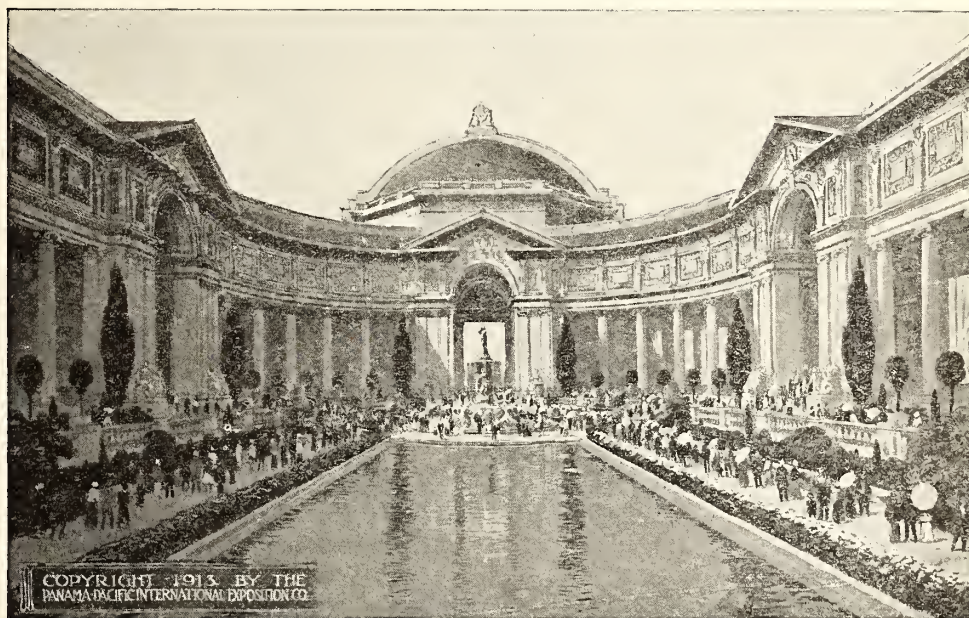
JANUARY, 1914.

VOL. XXVI--No. 5

### EDITORIAL NOTES

START off the new year right by carefully reading the article by Dr. W. N. Hailmann in this issue. Make it your standard throughout the coming year.

We give in this issue program suggestions by weeks arranged by Dr. Jenny B. Merrill, supplementing her excellent article on program making. This feature will be continued throughout the remainder of the year.



THE COURT OF PALMS - PANAMA PACIFIC EXPOSITION, SAN FRANCISCO, 1915

Looking north. From this Court the visitor will pass through the arched portal seen in the centre of the picture to the great west court or Court of Four Seasons, whose theme will symbolize the march of the Saxon to the West.

Dr. Maria Montessori has met with a most enthusiastic reception in America. Her meetings have been largely attended, and although she spoke in Italian, requiring the assistance of an interpreter, deep interest was manifest by all throughout her entire lectures. Dr. Jenny B. Merrill has a brief article elsewhere in this issue relating to her meetings.

In our next issue there will be an offer of ten free subscriptions to the first ten subscribers who will answer certain questions to be asked in that issue. If you want the magazine a year free, watch for it and respond quickly, for only ten subscriptions will be given out in that way.

## THE TEACHER'S RESPONSIBILITY

### A NEW YEAR'S MEDITATION

BY DR. W. N. HAILMANN

Of course the subject is trite. So is the sunrise and the birth of the New Year; so are love and spring; so are all things true and beautiful and holy; the nearer, the triter; but also the more vital, the more misty, perhaps, yet for this very reason calling for more loving attention and closer scrutiny.

It is even so with the teacher's responsibility, so many sided and varied, so subtle and pervasive; the more it is studied, the more it offers for study; the more familiar it becomes, the more riddles it reveals; the older it grows, the fresher it seems.

For younger teachers to whom the world begins at fourteen inches from the eye and ends at a distance of so many rods or miles or years of light, but always measurable; who see things as they seem, rarely as they are, much less as they grew or grow; who know the past only by hear say and the future by prophecy—how important is it to muse upon their responsibility, to obtain glimpses of the world's infinitude, inward and outward, to see life in its unity as it rises insensibly from remotest sources and plunges into "Life Eternal."

To older teachers in whom shattered hope and foiled aspiration threaten to clog the currents of joyous endeavor, whom a shallow empiricism surrounds with the pitfalls of pedantry and routine, whom dull care of existence and the shortsighted parsimony of administration or patrons have driven from the teeming fields of life to the dry fodder stored in books, how important is it to muse upon their responsibility that they may regain their faith in the eternal law which surely leads to victory all things true and holy; that they may keep bright and whole the armor of insight, of high purpose, of unflinching meekness and love; that they may preserve in the mind freshness and vigor, in the heart the fervor of youth, in their aims purity and faith, in the conscience the hunger and thirst for righteousness.

Primarily and always, the teacher's responsibility, be he man or woman, lies in his work which is the nurture and guidance of unfolding childhood and youth. All he dreams and does as teacher must tend to this. The more fully his work guards this development, the more steadfastly it keeps the face of the young towards the light and power and sweetness of being, the more abundantly it makes the life of his ward a teeming source of joy where all may drink and yet not drain the fountain, the more surely has he been a true teacher.

"By his fruit ye shall know him," is true of every phase of his work. Would you know the value of his guidance in the intuitional stage of mind development, you must look for its outcome in later phases of intellectual life; would you know

his worth as a trainer of the intellect, you must scan unfolding reason; would you know him as a guide of the child's inner life, he will be revealed in the storms and calms, in the shoals and depths of the pupil's self-expression; would you know at one glance what manner of a man he is in the performance of his whole duty, he will appear to you in the youths and maidens that go forth from his hand free wielders of life.

It may be difficult, in many instances, to unravel the teacher's influence from that of heredity and environment, of parents and friends, of public opinion and the spirit of the time; still more difficult, perhaps, to discover even approximately the particular influence of any one of a number of teachers that may have entered a pupil's life successively in some modern knowledge-factory. Yet, in no case will the true teacher's influence go for naught; and no greater reward and deeper encouragement can come to him than the appreciation of his influence for good by the man or woman who at some time in childhood or youth sat at his feet and who traces some lasting inspiration to his work.

Fortunately, the essential means for solving the problems that confront the teacher in his work of guiding the pupils on the road to worthy manhood and womanhood, to a life of beneficent social efficiency, lie largely in himself, in the quiet depth of his own soul, in the sincerity and steadfastness in which he is and more and more grows to be what he would have his children be. For, in spite of hindering condition, his children will in some measure be what he sincerely and earnestly is in "living with them." In his strength the child grows strong; his eagerness to see and know and do will stir similar zeal in the children's heart; his reverence for things high and holy will lift the children into their communion; his love for humanity and his reverence for the ideals of life kindle the fervor of good will and reverence in the child's soul; his gentleness and constancy, his joy and peace will surely be the child's in some measure even under otherwise adverse conditions.

We accuse our children of lack of industry, of want of interest; we shall find the cause—or much of it—in ourselves and also the remedy. Are our children full of mischief, frivolous, irreverent; the fault is ours, and also the cure. We ask the children to be wise beyond their years, and when they fail—as they must, we charge them with a stupidity which in reality is ours. We compel our children to close their minds to nature and to life and to bury their eager hearts in the dust of books, and when they rebel, we charge them with faults of which we are the makers. We esteem the multiplication table more than honesty, the syllogism weightier than truth, precedent higher than justice, justice holier than love,—and then we wonder if our children sink to the level of calculating quibblers and self-seeking exploiters, held within the law only by the might of fear. Seek we the kingdom of Heaven with all our

power and strength; be we but true and just and loving and it will be well with our children even as it will be with us.

Thus the teachers will see in the children themselves and if they are true to their calling and strong in their manhood or womanhood, they too, will grow with their children's growth, rising ever to higher levels for the sake of their children. Thus the teacher's work will keep the spirit strong, the mind fresh, the vision keen, the heart young. It is this unceasing interaction between the teacher and child that renders the teacher's calling holy and dear to him; it is this that gives the teacher an abiding interest in each child and leads him to love it with an intensity second only to the mother's love, with an unselfishness equal to hers, and with a clearness of insight not unfrequently superior to hers.

I am aware that these things may count for little where death-dealing system has reduced teachers to level of "process workers," where the product is rushed from hand to hand and each successive worker is supposed to make his mark in a jobbing fashion and with little, if any, care for the final outcome, where efficiency is measured by artificial mass-standards and individual merit goes for naught. Yet, even here true teachers may find ways to touch the inner life of childhood in vital fashion and to reap rewards of joy and upward living.

It happens, too, and not infrequently, that earnest teachers become filled with reference to objective attainments with an enthusiasm that surpasses their strength and that of the children; that there is kindled in the soul a fire which overleaps the bounds and becomes a consuming flame instead of a dispenser of genial life-warmth. Thus there is born impatience with slow-growing childhood and youth, eagerness to pluck fruit before the tree has blossomed; and unavoidable disappointment fills the heart with bitterness, puts into the countenance the glare of distrust and into the lips the jar of anger. Let such look well to themselves lest they lose their children and these their destiny.

Do you ask to whom the teacher is responsible, I should answer in general terms: To the child who with the teacher's help would realize his destiny; to humanity whose hope is ever in the child; to love Eternal whose law is over all.

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The University of Pittsburgh has opened a free "School of Childhood" for children 4 to 7 years of age, in which it hopes to "combine the best features of the kindergarten, the playground, and the Montessori school."

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The importance of the personality of the teacher in any system of schools is emphasized by Dr. P. P. Claxton, U. S. Commissioner of Education, in a recent letter to the 3,400 county, township and district superintendents in the United States.

## THE GIFTS.

BY CAROLINE D. ABORN.

Paper given at I. K. U. Convention, Washington, D. C.

There was once a man who led such a worthy and beautiful life, that his neighbors, acquaintances, and friends marvelled. They felt that some miraculous help must surely come to him, and so one night a neighbor hid in his room to watch. The old man spent a long time that evening reading his Bible, then as he closed it, he said reverently: "We are on the same old terms, dear Lord," and went to bed.

I recalled this story as I sat at my desk thinking what I should say today about the kindergarten gifts. And turning again the pages of my worn and marked *Pedagogics*, I, too, said: "Yes, we are on the same old terms!" This does not mean that in the score and more of years since I began to study and use the gifts there has come no new insight, no fresh seizure upon the purposes and meaning of these instrumentalities, no new light on what Froebel calls the "right, judicious, and spirited use" of them. It does mean that the years have brought an increasing belief and satisfaction in Froebel's gifts as "means well adapted to the mind, spirit, and life" of little children.

In the brief time allotted, I want to speak on two points:

1. *Why* use the Froebelian Gifts?
2. *How* use them?

1. *Why?* The child of four or five years has the impulse not only to be active, but to be active for the increasing development of his own life. The gifts provide him with material upon which to be active in ways that must, if properly used, tend to such development. A child will, of course, make use of any object to satisfy the impelling force of his own nature to experiment, to discover, to change, to make. The kindergarten gifts, because of their simplicity, are the best known media for these purposes.

The child has many experiences in this great chaotic world of sense impressions, which need to be organized and interpreted. The gifts offer first of all, material with which the child can *do* something. They also offer opportunity for the selection of such deeds as will help to a correct interpretation of experiences. Among other things which the gifts organize and interpret, are experiences of color, of form, of size, of number.

The child loves to know things, just because knowing is such a delight. And so he likes to know, not by being told, but by discovery, how long his stick is; how many sticks he will need to make a square; how many and what kind of faces his different prisms have; the kind of prism best suited for the roof of the house he is building, etc.

It is interesting at this time when we are hearing so much about "auto-education," and the "self-correcting deed," to turn again to Froebel's own half-forgotten statements of his aim, which he affirms is "to make it possible for the child to develop freely and spontaneously from his first advent on earth; to encourage the impulse to self-culture, and self-instruction, through self-shaping, self-observation, and self-testing." If the gifts fail in this purpose, the fault lies not in the material, not in the child, but in the kindergartner's inadequate conception of both. Furthermore, according to Froebel, every toy and plaything given to children ought to be chosen for a purpose—surely the gifts fulfill this purpose well—which is to aid the child to make concrete the thoughts, fancies, and vague outreachings of his unformed mind. Then because he who stays at home in his own mind always, is neither deepening nor broadening that mind, the gifts are so arranged that they bring certain fundamental facts of the material world within reach of his comprehension.

The gifts, then, especially the building gifts, are a kind of clearing house, offering as they do a means of clearing the child's perceptions and ideas, and giving occasion for their extension.

In a word, then, we who use the gifts do so, not because we are immersed in the sea of tradition, nor because we superstitiously regard them as having in themselves a magical value, but because experience has shown them to be the best instrumentalities yet discovered for developing the powers of hand, head, and heart in the little child.

2. How use the gifts? Froebel's plan of organizing the child's experience is to make use of typical acts, typical facts, typical characters, and typical processes. All the activities of the kindergarten, the song, story, talks, excursions, gardening, and care of animals furnish the various means of carrying out this plan; the gifts, too, are significant of this aim. They furnish types or concrete embodiments of universal standards for the

child to play with, not to learn about in an abstract way, but to handle and play with. The child who opened his sixth gift box for the first time the other day and fairly shouted in his eagerness: "Oh, *look!* every old kind of brick here," gives one illustration among many of the way in which the child's mind is stimulated to see form. A letter received by a kindergartner contained these enigmatical words: "if yer want the stove covers yer must come and git them yerself." This being translated meant that Johnnie's eyes had been opened to see round objects, through the type form used in the kindergarten and, having been asked by his teacher, to bring something "round," he had asked for the stove covers, they, perhaps, being the only "round" thing in his immediate environment.

Not only do the gifts furnish types or standards which serve as valid bases for classification through analogy, but since every object is the product of an energy, we should, through the use of the gifts, awaken an interest in the child's mind in various energetic processes, by getting him to go through the steps of some such processes. Here again the gifts furnish one means, and need supplementing through other channels of the kindergarten. This is, to my mind, the value of sequence work with the gifts. But if it is to be of value, the children must discover and create their own series. At first the child is encouraged to make one or two changes only, then more. This prepares for concentration of attention and gradually leads to continuity of thought.

A teacher in one of our kindergartens planned to have the children build a city with the fifth gift, so she first gathered the children around the sand table and together they laid out the streets, made a park in the heart of the city-to-be, and a hill to one side. All the places where grass should be growing were covered with moss and here and there were placed bits of shrubbery, forsythia, twigs from the cherry tree, etc. As these were in the damp moss and moist sand, the leaf and flower bud opened, presenting a truly picturesque effect. Then they began to discuss the proper buildings to make for the city. First, of course, houses for the people to live in. All the children fell to work making houses with their blocks, each one expressing his own ideas freely. Then came a choice, and the children and teacher together decided which were the best ones, and placed them in

the sand box. Now what shall we build next? One child said a fire house so if the houses caught fire there would be people to put out the fire. Another child suggested a schoolhouse for the children living in the homes; still another said: "Oh, no, a station house, so the people can go away sometimes in the cars." "I think a place with pretty things in it for the people to see," volunteered another (a museum). "Well, some stores, too," said a practical little maiden. And "a church!" was another contribution.

When I saw it, several buildings were in place, and the children explained them all with pride. It had taken several exercises to make it, with much thought and planning by the children.

Each time every child worked to make concrete his idea of the best building in question, and each time the children themselves chose the ones best adapted to the need as they viewed it. The visible result was most attractive but the real value lay in the development of the powers of initiative, of judgment, and the spirit of co-operation.

This brings us to the question of method which is the true kernel of our discussion. The first and last emphasis on the use of the gifts is on *doing*. I suppose we have all seen and possibly given dreary exercises in which the children spent much time guessing what was in the box, or talking about the gift in question, or something else in the mind of the kindergartner, while little bodies squirmed and little fingers ached to do something.

Every gift exercise should begin with self-expression—the doing, the making of something which the sight of the material makes the child want to do, and which is suggested to him as he investigates and experiments with the material. I met a young man not long ago, who, as a boy, was in my kindergarten. He said: "Do you still use blocks in the kindergarten?" "Oh, yes," I answered. "I remember them well," he said, "and that they always spelled trains and engines to me. The other children I recall, played all sorts of things with them, but I never saw anything but trains." (I remembered this fact, too.) Then he continued: "I am in a bank now, but I still dream of a life in connection with trains, somehow, and I hope I shall realize it sometime." Francis is another child who, having once made a sleigh with his third gift cubes, upon which he piled his fourth gift bricks for Santa Claus's presents,

is content to repeat this over and over with every other material. The question is shall he be left free to stay on that plane, or shall we suggest ideas and the possible expression of these ideas? We cannot afford to lose sight of the double purpose of the gifts, i. e.:

1. To furnish opportunity for self-expression.

2. To furnish opportunity to extend the child's world.

It was suggested last evening that we drop out the terms, forms of life, forms of beauty, forms of knowledge. I note, too, that in Miss Blow's report she suggests as better terms, forms of construction, representation, and design. I care nothing for the retention of these terms, but for the kind of play with the gifts which these terms signify I care much.

We all love to have the children make objects—illustrate ideas they have gleaned from life, and from stories, and I believe, too, that we can, with advantage, lead the children to design, by making and repeating simple units of their own invention.

Moreover, we know that as the children develop, they can again evolve processes by getting, first two extremes, and then discovering the steps between.

Some child has made in his free play time this figure calling it a wheel. (Illustration—fourth gift.)

So today we recall this fact, and ask all the children to make it. Could we also make a much larger wheel—"the biggest ever?" asked a small boy. (Illustration—fourth gift.)

Now we notice these. Let the finger trace around the open space in the middle of each figure. In 1, the smallest faces of the brick "look in;" in 2, the long, narrow faces "look in."

Next we all try to make a picture in which half the short faces, and half the long faces will "look in." This is a problem which each child tries to solve.

Sometimes as fast as one child discovers a figure that answers the requirements of the problem set, he covers it with a sheet of paper, that each child may really work for himself and not imitate his neighbor. The children do real thinking in such an exercise, and *feel* the *process* between the two extremes.

To those accustomed to a much freer use of the gifts, the term "forms of knowledge" has a most forbidding sound, but when we consider that these are simply the specific

qualities which determine each gift—that these are discovered through play and emphasized in playful activity—they seem quite harmless.

Example, third gift—whole and parts.

fourth gift—difference of dimension.

fifth gift—diagonal cut.

sixth gift—different prisms.

I said that the first and last emphasis in the use of the gifts is on doing.

Second, what we do, we notice; therefore, we try to lead the child to do those things which will cause him to notice what is worth while. In developing forms of life, the best methods are imitation (with very young children); for the older children suggestion, and free invention. Also, the problem method.

Occasionally, but very rarely, so rarely as hardly to be counted, dictation is of value as a sort of test of the child's ability to interpret words into an act. Finally, the gifts should not, I believe, be used solely for the purpose of teaching facts—mathematical or numerical. Neither should they be used solely for capricious play. They are the instruments of the kindergarten more than any others, which should develop mental power. When used simply to illustrate stories or talks, we minimize their influence in the child's life. When we use them simply to teach facts we give only a one-sided development.

Only when we use the gifts as a means of self-expression through invention and free play, and as a means of extending and enriching the child's mental life, do we make the "right, judicious, and spirited use" of them.

Students from India studying in this country have organized a "Hindusthan Association of the U. S. A." for the purpose of furnishing information about educational facilities at American universities and colleges to other young men in India.

Nearly every aspect of rural education and life is discussed in the "Proceedings of the 16th Conference for Education in the South," copies of which are available for free distribution by the United States Bureau of Education.

Bernalillo County, New Mexico, has a superintendent of schools who not only insists upon improved rural schoolhouses, but designs them himself and personally superintends their erection. Under the direction of Supt. A. Montoya the old "adobes" are rapidly giving way to attractive buildings of brick and pebbledash, thoroughly equipped to meet modern demands for rural education.

## SUGGESTIONS ON MAKING A PROGRAM FOR THE MONTH OF JANUARY.

DR. JENNY B. MERRILL

Elsewhere in this number of the Kindergarten Magazine may be found a carefully arranged outline of topics, songs, games, stories, gifts and occupations for the month of January.

In this article we plan to talk over, face to face as it were, with the young kindergartner, the making of her own program.

Every good program needs a foundation upon which to build. This important fact suggests that a kindergartner must take a glance backward so as to judge how to build the work of the present upon that of the past month.

January is a unique month. The children return from the rarest, richest holiday of the year, and how they will want to tell of all that has happened! New sights, new sounds, new experiences have been theirs as well as ours, and talking them over with teacher is not only of great interest to the child but it may prove a child study to the teacher.

We *talk best* when we have something interesting to talk about, therefore in planning for the morning circle let there be plenty of time for bubbling over in simple, childish accounts of Christmas experiences. (The children need not know that we are cultivating language.)

I do not think it advisable to leave any Santa Claus pictures, or even any suggestive tree trimmings or other Christmas decorations to *greet* the children upon their return, for it is not desirable to make any effort to *revive* the December doings; simply *accept* what the children bring pleasantly and calmly; then lead on.

Some little ones may have brought toys. Let each one tell about his own; perhaps later, all may try to draw a picture of these toys and others. Appoint a day when others may bring a toy to show to the children. Have a place to keep them safe. Repeat the toy-shop game if it is called for.

Sing dolly's lullaby. Let the tendency be rather towards quieting than arousing, for the children in many places have been over-stimulated. Be interested but not excitable in manner.

The only exception I would advise in regard to retaining reminders of Christmas is the tree or a few evergreens. If the tree has been given away, try to secure at least a few branches, and use them for nature work. Before the holidays, the interest tends to center upon the trimmings of the tree, and the presents. Now we return to the bare tree. Hang the colored balls upon its branches. Possibly place a nest from the cabinet or even a toy bird. Play with the tree.

This suggestion is particularly valuable in crowded city kindergartens where the children's experiences with trees and birds are limited. I once saw a kindergartner help each little child climb up into the tree, probably his first real touch experience with a tree, and one never to be forgotten. This would be nonsense to a country child. Environment must always guide us.

It is to be hoped that some little ones received building blocks; if so, a new impetus may be given to the



building gifts. In many kindergartens some of the older children begin now to handle the fifth and sixth gifts well in group work, and large objects as the light-house are occasionally built upon the floor, several children working together uniting their blocks in one form.

As I am talking especially to young kindergartners, let me say to them, "Do not be discouraged if you cannot secure such building during your first or second year. Is it not natural that experienced kindergartners should outdo your results? But it is well for you to have a goal, a standard, an ideal. High ideals in building have been doubtless given you in your training classes. You may be unable to secure these results for several years.

Sometimes if you can find a child who builds well, let him be master-builder, and direct two or three others. Children often do better than the kindergartner in building.

Some of the toys brought by the children may suggest talks on certain colors or forms. They may appeal also to other senses than that of sight. Certain toys are very smooth, even polished and appeal to the sense of touch. Remember how Dr. Montessori has revived *sense games* already well known in good kindergartens. Other toys appeal to the sense of hearing. A boy may bring a whistle, a drum, a trumpet. Have the children close their eyes while they listen to hear which toy is sounded. Add a few other sounds as a high and low note on the piano—tap on glass, wood or iron.

Work upon this sense of hearing, using the kindergarten blindfold game in which children learn to detect each other's voices. You remember it? One child stands in the center holding a staff.

"Children, turn around while singing,  
Till our Georgie taps his stick;  
When he taps, don't keep him waiting,  
Sing your answer, soft and quick."  
La, la, la, etc.

The kindergartner beckons to a child to enter and repeat the same tune, singing "la, la, la," or again, the child simply says, "Who am I?" or "Good morning, Georgie."

It is well for the child entering the ring to approach from behind and stand quite near. The game may be played without singing if the tune is not known. It may also be varied by letting the child in the center raise the stick after tapping so as to point towards the ring. The child opposite then enters of his own accord. This encourages closer observation and two senses are appealed to. Another variation of the game is to appeal to the sense of touch. The child who is blindfolded feels gently the height and the clothing and decides if he can who has come into the ring. (For other sense games see list in games and finger plays for the kindergarten recently published by the New York Public School Kindergarten Association.)

There are many ways without any new apparatus to train the senses. It may be well to revive these kindergarten sense games, if they have been neglected, as a New Year feature. It is a time for good resolutions.

The *second topic* which naturally suggests itself for conversation is the *New Year* itself. Children of kin-

dergarten age reflect what they hear and see, even though they do not understand the exact meaning of "New Year." They love to repeat the New Year greeting. They enjoy looking at a pretty picture calendar.

One of the reports given below will tell how one kindergartner introduced the days of the week with the well known pictures of the Sunbonnet babies. If these are not available, draw simple sketches at the side of the blackboard suggestive of each day of the week. (These will be given elsewhere in the Magazine.) I may say here that I think the naming of the months in order should not be attempted in the kindergarten. They are not now natural divisions of time and our little ones do not see enough of the moon to connect it with the word month. I should name each month as it comes but not attempt to drill upon the months in January.

Quietly writing the date each morning, and placing a colored circle upon the calendar is sufficient and pleases the little ones. This may be gradually turned into a counting lesson as the month advances. A yellow circle of parquetry paper is used on sunny days and a gray one for rainy days, or an open umbrella.

I am inclined to think that in some kindergartens more time is spent upon the calendar than its importance warrants at kindergarten age. The calendar belongs mainly to primary work, but a little sub-basis for the next year is permissible if many of the children are over five years of age. The seasons are more noticeable to children than months and should be noted. There is no exercise which does not require the teacher's judgment. That is why uniform programs are inexpedient.

The children love to symbolize the New Year in the well known game,

"I am the Happy New Year, ho, ho,  
Here I come tripping it over the snow."

Some kindergartners twist a flexible reed into a circular ring, train it with twelve ribbons and twelve tiny sleigh bells. The child who represents the Little New Year stands outside the door of the room, and another child opens it to let Little New Year in—who comes in dancing and shaking the pretty bells. She skips around the circle and finally hands the bells to another child who repeats the game.

The third topic for January grows naturally out of the thought so much upon all minds at this season, namely, the value of *time*.

No one educator impresses this thought more wisely than Froebel in his clock songs. Kindergartners usually review or teach a new clock song at this season, and tell stories impressing punctuality. Do not forget Mother Goose's "Hickory, Dickory Dock."

In the pamphlet of "Stories and Poems for the Kindergarten," recently published by the New York Public School Kindergarten Association, a new story impressing the value of punctuality is given, written by Miss Helen Denbigh. It is entitled "Little Wait-a-Minute." "Dilly Dally" has long been a favorite. A translation of a similar story from the French appeared some years ago in the Kindergarten Review in which a little rooster figures. (Perhaps some one will be able to send us the date.)

Is it not well that January is a long month without special holidays to celebrate? There are so many interesting topics to be presented this month.

*Snow* is sure to come, thought sometimes it is often provokingly slow in its arrival. Christmas sleds have to wait and great patience is needed. Play snow games in anticipation if it lingers. In country places, it may be that snow is in evidence all the time, but not so in the city. It soon melts or is carted away. Enjoyment is keen while it lasts. Interrupt the best planned program when it comes. The children will lead us if we do not lead them to make snow-men in their drawing lessons, snow hills, windows with snow on the sills, sleds, wagons loaded with snow and best of all a snow storm. (Use white chalk on gray or bogus paper. Use the blackboard freely, also.)

I remember visiting a kindergarten once in which every child had drawn a snow storm on bogus paper, 7x9, and the kindergartner had arranged the drawings as a border around the room. Naturally each little drawing was crude, but the whole effect was very attractive and made one feel the presence of a snow storm.

Sometimes kindergartners have a tearing lesson at this time. Each child helps in tearing into tiny bits the many remnants of white paper, which have been carefully and economically treasured. A paper box is made into a wagon to carry off this snow. Perhaps each child makes a small wagon for his own pieces, using a smaller box or stiff paper.

If time remains, this month leads to the *busy workers* of the neighborhood. Some of the trades have doubtless been introduced earlier in stories and games, but the presence of the tree suggests that it gives us wood, and wood leads us to the carpenter shop.

Fires also lead us back to the forest to gather wood to keep our houses warm. Some kindergartners visit the furnace room where the heating apparatus, the piles of coal and wood tell the story of the busy engineer. One kindergartner let the children make a miniature fire in the sand table. Each child went and gathered twigs for an imaginary fire. He tied them into little bundles and carried them home to play with.

The *carpenter works in wood*, he needs *tools* and these are made of *iron*. The children look about the room and find wood and iron. They look at their own garden tools which have been put away perhaps, and find wood and iron in them. Then some one thinks of iron horse-shoes and brings one to school.

Perhaps there is a blacksmith shop near and perhaps there is not. In the first case, a walk is planned. In the second, a good picture of the shop is secured. In both cases the song of the blacksmith and the game follow. Undoubtedly a carpenter game has been played earlier in the term, but if not it, too, must find a place.

Talking and playing of horse-shoes may remind us of our own shoes. We visit a cobbler or look at his picture. We play the game.

The constructive work of the month may consist of making simple open boxes of stiff paper, so easily made by children, and fitting them up as shops. Paste or draw a man for a workman, cut out his tools and

paste them on the sides of the box. This open box is to stand upon one side. The shops of the blacksmith, the carpenter and the cobbler are very easily represented in this way. Black or gray paper may be used for tools. Folding some of the forms as the carpenter's bench, or cutting out pictures from advertisements to use in similar fashion in a scrap book is a variation. All depends upon materials at hand and the ability of children. Do not attempt too much.

I have not attempted to say just what exercises you will have on each day of January. I have attempted to fill you with the spirit of the month and I feel sure I am contributing to the building up of your own character and your self-respect when I tell you that *you too have a choice* even as you give choices to the children. If you shirk your duty in choosing, in sifting, in exercising a little judgment, in adapting your day's outline to your own environment, you miss an opportunity of personal growth.

For what may be lacking in my suggestions, I refer you to the reports given below from several practical kindergartners who have made their own programs for years, and varied them from year to year.

One other most interesting and suggestive topic may well be considered in January as the children notice the lengthening days towards the end of the month. The sun is traveling north and gives us longer days. The night sky with pictures of the moon and stars is often pictured in January. Stories of lights of all kinds follow. Surely we are glad for every day in January except promotion day which robs us of our treasures.

The Christmas interest seemed to continue into January for the attendance increased rather than decreased, as is usual during this month. One day in spite of threatening weather, we had 28 present—the first time we have had as many since October. A visit I made at the home of one of the little boys made an impression I shall not soon forget. Of all the homes I have ever visited among friends or pupils, I have yet to find one where so much is done tending toward the general training and development of a child, as I found there. No detail seemed neglected. The furnishings of his room, dainty and appropriate both as to furniture and decoration—everything was child's size, from the cane settee and chairs to match, to the bureau—seemed to diffuse of themselves a refining influence. His shoe-box, one of his Christmas presents, was shown me with a great deal of pride.

In the family sitting room I found his desk, with a drawer containing little things he had made in the Kindergarten, and a globe of gold-fish which seemed to interest him very much.

As one would suppose he is a most refined little fellow, though perfectly natural, reflecting the care of his gentle mother.

A. M. H.

The first part of January was spent in talking about the New Year and punctuality. A great many of the children, who often came late, improved greatly after the talk on the clock. The last part of the month, the topics were the moon, sun, stars and all the other kinds of lights, such as lamp-posts, light-houses, candles, lamps and electric lights.

The children who were to be promoted were kept

together and the discipline was a little more strict with them. They did very good work. I. H.

We began the new year with a talk about the clocks. We folded and drew clocks and built them with the 5th gift. From the clock, or time-of-day, we talked about the days of the week and so led up to our calendar. We made our own calendar by pasting on paper a picture of a little girl, dressed in hood and cape, with a large snow-ball in her hand, and with the snow falling all around her. From this the children learned to call January the "Snow-month." The third week we talked about natural and artificial lights, with corresponding gifts, occupations and drawings. The last week we took up the carpenter with very good results. L. T.

For our January program I used the Sun-bonnet Postal Pictures. Series A—for the months of the year. Series B—for the days of the week. These pictures were pasted on the blackboard in lieu of the animals which have been there. Made a border with green and white crayon across the top of the board for the monthly pictures, and marked off squares beneath for a calendar with the daily sun-bonnet pictures above the squares.

Inquired each day what the children saw in the several pictures as arranged in the above order, but without attempting to teach the calendar division of the year or week.

Put a yellow, gray, or white disk in the different squares of the calendar to indicate the weather each day as bright, dull or snowy. The program has been a great success. S. E.

Have had two distinct groups until the last few weeks when three seemed necessary, many new children coming in.

We have building almost every day.

Many of the children brought toys to school received at Xmas—as drums, dolls, wooden man, balls, etc. We drew some of them or represented in paper—also played Santa Claus and toy shop. M. F.

This month we have spent talking about the industries, dwelling especially on the carpenter. Each boy made a boat, using a piece of wood from which he had "sawed" off the corners. To this he "nailed" a spool and from the spool was placed a twig of our Christmas tree to which was attached a white sail.

The little girls made tables from a piece of wood nailed to a spool.

We also helped build a pigeon house, which is fastened to a pole made from our tree.

One day we visited the carpenter shop. F. M.

During January, we took up the various trades found in our neighborhood and took walks to see the men at work. We were successful in finding a blacksmith, shoemaker, carpenter, builder and plumber. The visit to the blacksmith's shop was the most interesting as the children saw a whole process of shoeing a horse, and so were able to play it intelligently when we returned.

While paying visits to the mothers, I was glad to find so many of them interested in lectures and anxious to learn all they could about the care of children.

I. P. H.

We were talking about the carpenter this month and the children were taken to visit his shop, in the neighborhood. We saw him at work and each child was given a "curl" to take home. The children enjoyed this trip and their drawings of the visit were good as a whole. We also visited the blacksmith shop. B. A. W.

#### Topics.

1. The Woodman.
2. The Carpenter.
3. The Wheelwright
4. The Blacksmith.

Have had to postpone visits to blacksmith and carpenter until weather is warmer.

Group work with older children.

Advanced work with sticks, rings, seeds, tablets.

3rd and 4th gifts combined—5th gift—6th gift.

Had carried older group on in drawing, folding, sewing, weaving and paper modeling.

Have tried to exact more purpose, and consciousness of aim and more concentration, and have especially noticed results in introducing the 6th gift. With one or two exceptions, each child began to build immediately with a definite object in view, well planned and well carried out. M. F. S.

We took up the "Light Bird" yesterday without naming it. This morning, during gift, little Caroline, four years old, said, "O! see the bird." Of course, every eye began to search for the bird, but could not find it, until Caroline helped them. They said it was only light—but we had learned in such a delightful way what the light-bird was. G. B. R.

During January we talked about wool as new mittens were in evidence. We made a book to illustrate the story and played "Bopeep." M. B.

The children have had such fun talking of Jack Frost and his work these cold, snowy days. We play snow-balling (taking care to have the balls soft so they will not hurt) and use our sand-box for miniature hills where the sleds can slide. J. L.

During January, we talked much of the things made for us by other people. We enjoyed making chairs, tables and the like. We also made toys, such as sleds, wagons, tops. That which afforded most pleasure I think was our play telephone—which we made of ribbon bolts. C. M. A.

During January the children, of their own accord, brought their teddy bears and the latter became our chief object of interest for the month. Some of the children cut out some very cute bears freehand, which they put together with fasteners. M. M.

The work the children enjoyed most during the month of January was the wood work. I secured some cigar boxes, washed them and took off the labels. The children scraped them with sand paper and then with hammer and saw they went to work. They also did the painting, and the result was a doll's bed, a table, a bench and a piano, all of which pleased the children a great deal. I noted with interest that the boys enjoyed the making process more while the girls were more pleased with the finished articles. We had many good

times with the furniture and all wanted to make more.

A. A. P.

I will tell about our dolls' houses. We spent the occupation time for about two weeks before promotion, making the furniture. When completed, there were beds, tables, chairs, sofas, pianos and cradles, besides a mat and curtains. We used heavy manilla paper for the boxes. I added a family of paper dolls. I wish you could have seen them, they were so attractive.

J. F. G.

During one of the snowstorms last month we brought some snow into kindergarten and made a snow-man.

H. G. M.

All of the children made tables of different shapes and sizes this year in connection with the carpenter. The children brought spools and we were able to get wood from the workshop upstairs. Then we painted them green and today the children are looking forward eagerly to taking them home.

A. O.

The Older Group has worked busily and successfully with 5th and 6th Gifts. The ideas of halves and quarters has been well founded. Carried it out with half and quarter rings, too.

The Group has advanced nicely with all its manual and occupation work and is certainly ready with good foundation for the 1A Grade.

A. B.

One day we brought in a quantity of snow, from which a large snow-man was made. Owing to his soldierly bearing he was named "Geo. Washington." After this, *each child* had some snow (in a tiny basin) and made a snow-man of his very own. These became various workmen according to each child's fancy—one was a miner, one a painter and Christopher said, "Mine is a Dutchman." The tiny men were set in the sand-tray until the next day, when so many tiny pans of water were found instead.

I find much keener interest always when play is made *individual* in this way.

G. M.

One day during the past month we decided to make some moonlight pictures: light was our general subject, and of course a snow scene would best portray the feeling of the time.

One group of children (the youngest) cut moons for the picture, the most advanced group tore trees and the third and intermediate group pasted sky and snow colored papers on bogus to be ready with a background for the poster.

They seem to enjoy this co-operative group work.

M. R. P. H.

During this last month, the older children were making picture books to take home as a remembrance and story-book of their kindergarten days.

We made a visit to the blacksmith's shop and, having seen a real blacksmith and having heard the real cling clang of the blacksmith's hammer, made the blacksmith a reality to the children.

R. D.

During the month of January we have been playing school—the older group particularly enjoying the new phase. Periods of longer quiet and more dictated work formed the basis of the little school. The older children enjoyed helping their little brothers and sis-

ters. Ten out of the class are to be promoted. R. K.

Today eight of my boys and six of my girls were promoted. During January those children worked more by themselves and did more advanced work than the younger group.

We have had an interesting visit at the blacksmith's shop, looked in at the cobbler's window and have had a number of sunny walks.

L. E. G.

All through January we have had a very good average attendance, but promotion time has made a big gap that will not be filled until warmer days I fear, although we do have new admissions quite frequently, but our new register is quite small—9 boys and 11 girls. Three or four of the children have been with me for two years and it was a little hard to let them go. A few days before promotion we visited the 1A classes and the children saw their new teacher and class-room and a few familiar little faces. I think this is most helpful. We had some very fine collective building, from the big boys—a tunnel and bridge that went across the room and a group of the neighborhood buildings—a church, market, fire hall, steamship, piers, etc. We have also watched a Chinese lily bulb put out roots, leaves and flowers—a very lovely thing.

F. P. H.

Promoted 6 boys and 10 girls. Before the end of January I invited the mothers one morning, in fact, it was the 31st of January. We had a party for all the children who had had birthdays during the term and celebrated with a large cake which was cut so as to give a piece to all who were there.

There were 18 mothers with 9 children present as visitors.

L. E. G.

There were but nine children to promote, two of whom are down with the measles. I was glad we had a bit of snow before promotion day, so that we could have some token of the winter in all its true colors in our last work together. We succeeded in making a very nice chart, bringing in the street cleaning process, which we watched from our window. In contrast to the cold outside, the bulb planted last autumn in our window box opened out a small pinkish spray (hyacinth), which seemed to say "How do you do?" and "good bye" to my small band of "big girls."

F. McL.

Since the snow storm the children have been illustrating the winter sports such as skating, sliding, coasting, etc. Each child tells the story of his picture. There are hills in this neighborhood and the children have a great deal of material from their experiences.

I think free drawing of this sort awakens and develops the child's originality. The children enjoy it and many quaint and unexpected stories are told.

H. C. A.

The sand-tray was of interest to the children last month. In it they made a hill of sand and cotton to represent snow and modeled sleds and a snow-man out of clay. Branches of our Christmas tree were the trees and a house was built of the 5th Gift. G. K.

Our central object of interest has been the black-board pictures in which every child was put doing the

thing he chose—skating, coasting, sliding, making a snow-man or a great big snow-ball. S. Q.

Our children have been very much interested this month in a snowballing scene, on the blackboard. We have given the blackboard pictures some of our children's names and every morning we sing to them.

B. S.

Since the last of September I have had three groups in the kindergarten. This last month I have given special care to the group to be promoted.

**Walks.** We paid a visit to the blacksmith shop last week. We enjoyed it very much and have had some good results in drawing and free cutting. We also paid a visit to the furnace early in the month. Today we are going to promote 5 little boys and 2 little girls.

**Board Drawings** for this month: Fireman's hat and hatchet; carpenter's tools, blacksmith's anvil, bellows, fire, etc. M. L. S.

We had quite a successful excursion one morning. We went to visit a shoemaker. He seemed quite pleased that we thought him important enough to visit him. He was very kind to the children and showed them all his tools. Then he did some work to show the children how he used the tools. They were quite impressed with the machine and in making our Shoemaker's Charts they cut splendid sewing machines. B. U. T.

This month we all visited the cellar and the blacksmiths. The blacksmith made us a shoe from start to finish and put a shoe on a horse. In the cellar we saw the "coal mine" and the furnaces. Our principal went with us. A. A. S.

We took walk the dock to see boats laden with coal and timber. Another day made butter and took home to mothers on crackers. S. L. D.

Two or three times during the month we took advantage of the fine days and went for a walk. We were having the carpenter in our talks, etc., so took the children to a saw and planing mill over by the river where they saw the rough boards put into the machinery and come out all planed. Another day we went to a lumber yard where we saw the logs and trunks of the trees which were to be cut up into kindling wood. M. F.

#### STORIES IN RHYME.

Cinderella.

Dilly-dally.

Dust under the rug.

Shoemaker and elves.

The Old Clock; Ten Pennies.—Kindergarten Review, January.

Shoemaker and Brownies.

Nohum Prince (simplified).—Child's World.

Fairies' New Year Gift—Child's World.

The Piggy Family.—Baldwin.

Little Red Hen; Chicken Licken.—Mother Goose Rhymes. A. M.

The Snow Man.

The Improvident Bunny.

The Honest Woodman.

The Star Express.

The Little Gray Pony.

The Wise Horse.

Dilly-dally.

Linda and the Lights.

Wee, Wee Woman.

Dora, the Little Girl of the Lighthouse.

Stories about the pictures in the room.

The Logging Camp.—Child's World.

The Honest Woodman.

Dickory-Dickory Dock.

One of the children brought a book called "Jingleman Jack." It is excellent. All the trades are illustrated and good rhymes as to what we owe to each workman. We visited the cellars and furnaces when studying about the miner and we visited the blacksmith. He treated the children beautifully; gave them each some nails, a ride on the pony, showed them the stalls and made a shoe for them. L. O'B.

We have had many pleasant times with our "Nursery Rhymes" this month. "Jack and Jill," "Little Miss Muffet" and "Jack Horner" have been dramatized. Friezes decorating our room and telling us the stories have helped some, and when we sing these rhymes there is never any trouble about learning all the words very quickly. M. F. C.

The children have taken a great interest in Little Black Duffa and of their own accord have asked to take it home over night so that their mothers or brothers or sisters could read it to them. With one exception the book has been brought back the next day. I don't know how this started unless the children are imitating their mothers who take home books from the mothers' meetings. H. C. C.

We dramatized: Mother Goose, Three Bears, Cinderella, Two Small Boys, The North Wind.

C. M. D.

#### MY NURSE.

Sweet face crowned with auburn hair,  
Hands so strong and soft and fair,  
All that I love best is there—  
Do you know her?

She rubs the wrinkles from my back  
And she has a pleasant knack  
Of knowing just the things I lack—  
Do you know her?

If she'll promise—don't you see?  
Just to stay a while with me,  
I will very grateful be—

And thankful that I know her.

BECCA STRUTTON.

"In Edinburgh," says Sir James Grant, "the impression is gaining ground that physical culture comes before the humanities, and hygiene is reckoned of greater importance than higher mathematics."

When an epidemic of cholera is raging in the Philippines, the authorities do not close the schools to avoid contagion. They keep them open as centers of hygienic information for preventing the spread of the disease,

## PROGRAM SUGGESTIONS BY WEEKS.

JANUARY.

## Subject-Matter—

First Week.

Recollection of Christmas experiences.

The New Year—

Time—seasons.

The clock.

Second Week.

Winter fun—

Snow, ice, sleds, snow-man.

Winter birds—pigeon, chickadee, sparrow.

What they do for us.

What we may do for them.

Third and Fourth Weeks.

The world's workers—

Woodman, carpenter, shoemaker, blacksmith.

## Gifts—

Second, third, fourth, fifth, sixth, seventh, eighth—

Clocks, pigeon-houses, houses, furniture.

Tools of workmen.

Free use of each gift.

## Occupations—

1. Drawing and painting—

a. Illustrative (free).

Suggest a subject to children as, What did you see on Christmas. Show me how you play with snow. (Use white chalk on bogus paper.) Draw the carpenter working. Show me what we saw at the blacksmith's, etc., etc.

(b) Single Objects.

Have the object present if possible. Get children to look at it. Draw it yourself on the blackboard several times. Then erase. Ask children to draw. The following objects are suitable and are suggested by topics:

A clock, a sled, an express wagon, any toy at hand, any tool which is mentioned in trade topics.

(c) Have practice drawing to strengthen hand—as making snow-balls, snow-hills; make hill first in one direction, then in opposite. Fill in outlines traced around lid of third or fifth gift. Older children may outline larger lid, then place smaller lid inside and outline, then fill in with two colors, or cross by drawing second lid diagonally. Color triangles thus formed, etc.

Teacher should draw winter scenes as a blackboard border, and if possible, illustrate stories she tells. Children should draw a few minutes every day.

2. Cutting and pasting—

A clock.

Snow balls (circles).

Tools, logs of wood, boards, horses, shoes.

3. Folding—

A simple clock, sleds, tools.

Fold open boxes. Mount tools in them to suggest various shops as carpenter's, or blacksmith's.

4. Sewing—

Making dusters and holders.

5. Weaving.

Mats for floors of playhouse.

6. Sand—

Sifting, poking holes.

Winter scenes.

Hills for sleds.

Snow huts.

Snow men.

## Songs—

Rockaby, baby, the moon is a cradle, (Song Echoes from Child Land) Jenks and Rust.

Saw, saw, saw.

The Blacksmith, (Hill).

There's a little wee man, (Gaynor, No. 1).

## Games—

First Week.

The Toyman.

O, this is the little New Year.

Hickory, Dickory, Dock (dramatize).

Any clock game.

Sense and finger plays.

(For good lists consult "Games and Finger Plays," compiled by a committee of the N. Y. Public School Kindergarten Association.)

Second Week.

Five little chickadees.

Skating (dramatize freely).

Sliding on ice (dramatize freely).

Snowman (Neidlinger).

Snowballs (Knowlton).

Third and Fourth Weeks.

The carpenter's in the shop.

Busy is the carpenter.

The blacksmith.

The pigeon house.

Other trade games, as the shoemaker.

Sense and finger plays.

(Blindfold to test senses of touch and hearing.)

Identify familiar objects.

Arrange objects by size, by color, by form, etc.

## Stories—

First Week.

Little Wait-a-Minute.

Little Esquimau Baby.

Second Week.

Building the Home (connect with carpenter).

Third Week.

The House that Jack Built.

The Elves and the Shoemaker.

Fourth Week.

The Star Express.

The Honest Woodman.

Fourth Week.

The Village Blacksmith (Longfellow).

## Rhythms—

First Week.

Growing tall in the new year.

Tiptoe March.

High stepping horses.

Tick-tock.

Second Week.

Sliding.

Gliding.

Skating.

Snowflakes falling.

Third Week and Fourth.

See-saw.

Hammering.

Rocking baby.

Rocking-horse.

Heel-toe.

Music box.

Skipping.

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

How to Use Short Sticks or Twigs in Outlining Geometrical Forms, Common Objects, in Laying Designs and in Number Work

By JENNY B. MERRILL, Pd. D., New York City

In my last article I noted that the primary schools throughout the country have found the kindergarten occupation known as tablet-laying very helpful in busy work of educational value, and that the comparative inexpensiveness of the material has added to its popularity.

The very same is true of stick-laying, and indeed to a greater degree.

The stick fastens the child's attention upon the one dimension of length. Hence, sticks for this occupation are made in several definite lengths, usually from one to five inches. Such sticks at once suggest counting and measuring. Familiarity with inches prepares the way for long measure and the use of the ruler.

It seems preferable to begin with the use of the two-inch length and later to introduce the one-inch stick. This is merely because the one-inch sticks are trying for young children to handle. A one-inch stick might be given for comparison a little later.

In primary work, an envelope containing ten sticks of the two-inch length should be prepared for each child. Write the child's name upon the envelope, and let him thus be responsible for his own sticks from day to day, keeping them in his desk if he has one, always ready to use between times. Replace freely any that are lost.

We select the number ten as it is the basis of our decimal system, and paves the way for later work in numeration and notation.

These little sticks are so useful in number work that I will speak of this phase first, although with the very little ones playfully outlining with sticks may come first.

The first exercise may be simply removing the sticks from the envelopes, placing them in a row and counting. Ten is an old friend, for many children can count their fingers before coming to school. Seat any who cannot by those who can count to ten, and they will soon learn from each other. Encourage in this way helpfulness and sociability in the schoolroom. We work for character-building from the very first, and strict rules "not to speak" to one another are anti-social and have been given up in all of our best schools. Children are trained not to interrupt, not to disturb. We are now trying to keep children in love with school, so that they will not beg to go to work as soon as the law permits.

Pardon this seeming digression, but those who are working to blot out the disgrace of child labor in our beloved land find that the battle is with the children quite as often as with parents and employers! We

must protect our boys and girls in their ignorance, and the best way is to make school attractive from the first day.

To return to our quota of ten sticks. After counting, give little problems at once, as, Find how many fives you have. (The children will understand if you do not use formal arithmetical expressions. Introduce such expressions very gradually.)

Show me the two fives. Now let the sticks stand two by two. How many twos?

This is sufficient for one lesson with young children. Give them time now to move the sticks about in order to make anything they please. Some may do nothing, but all will soon learn by watching the few leaders.

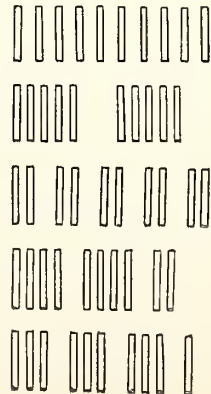
It is now the teacher's time to observe if she is not too busy with another class. She will catch many ideas from the children.

If no one seems ready to act, after waiting a few minutes make a simple suggestion, or perhaps draw two or three simple forms on the blackboard, as a flag, a square, a ladder, saying, "See, children, if you can make these with your sticks; or make anything else you please."

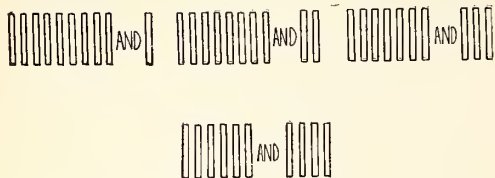
I should advise using the ten sticks daily, letting the children play five minutes with them or longer; then suggest two or three problems; then again leave the children to outline common forms.

Do not be anxious to get directly to the addition tables. Plus and minus signs come later. Arithmetical facts are much easier than arithmetical language. Even to say, "One and one are two," is too formal for the first number work. Abstract statements mean nothing to the beginner. Work on little problems, moving the sticks to correspond.

From day to day the children should make the following groups many times.



These are the easiest groups in ten. Later will come,



This later grouping is really contained in the first, but the smaller groups make clearer images in the mind.

The child who has seen that three threes and one make ten, can put the three threes together saying nine and one are ten. So also the child who has been interested in two fours and two, can soon see, by pushing the ten fours together, that eight and two are ten. The smaller groups should be made many times and the children should be encouraged to tell number stories, as: I see two fives; two fives are ten. Now I see five twos; five twos are ten. I see two fours and two more. I see three threes and one more. If the children are very young it may be better to commence with five sticks doing similar work.



Do not hasten. Arithmetical facts and especially arithmetical language are slowly conquered. Many believe in omitting all systematic number work during the first year.

Cut figures out of calendars and let the children lay sticks by them to correspond.

Dr. Montessori tells of a simple little modern game. With a figure upon a piece of paper, fold it and give such a paper to each child. Arouse a little curiosity about the papers; tell all to open the little message and read how many sticks you want. Have zero or naught upon the paper and ask the child who holds it to bring that number of sticks. This will impress the fact that a naught means nothing in a pleasing way. Change papers from day to day.

2. Another interesting grouping is:



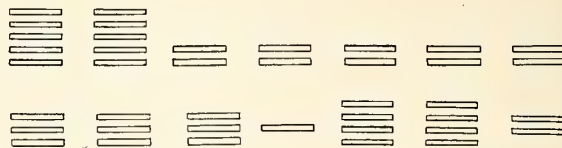
Two 1s, two 2s, two 3s, two 4s, two 5s.

This will require thirty sticks. If short of sticks, or even if not, let three children work in a group to lay this number story.

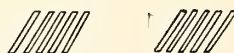
The other day I was showing a picture of three dolls in a row to a little boy of four years. I said, "one, two, three." He said, pointing to each doll, "one, one, one." This was a sign to me of the way his little mind was working. I did not repeat one, two, three, but began to play a game. I covered one doll, saying, "Now how many dolls do you see?" He

quickly responded "two." Then I covered two, then three, then none, and each time he told me correctly. This shows that counting is not so easy as we think. Grouping is easier. The child often stumbles in counting and misses objects as he tries to point.

Variety indeed is a very good thing. So sometimes suggest placing the little sticks horizontally, as:



Also suggest slanting, as:



Thus gradually develop the three positions, vertical, horizontal and oblique.

These groups thoroly in mind awaken the ideas of addition, subtraction, multiplication and division, altho no reference is made to these arithmetical terms.

The child actually divides ten into twos, threes, fours and fives. He even sees remainders. There are two fours in ten and two left over.

Of course he subtracts, tho unconsciously, when he takes the ten sticks out of his envelope every day and really knows that ten taken from ten leaves none in the envelope. When he separates into groups he subtracts. When he pushes groups together he adds or multiplies.

Some afternoon, slip a one-inch stick into each envelope, or ask one older child to do it for you. Next day see the interest the little intruder will awaken.

After a few minutes ask if anyone knows how long the little stick is. Tell them if necessary. Ask them to measure one of the other longer sticks. Many children see measuring at home.

Presume upon this knowledge.

Show a ruler and see if anyone knows how long it is.

Ask them to put two sticks end to end and count how many inches long they are; three sticks, then four, then five, and ask how many inches longer the ruler is. How many more sticks are needed to make twelve inches. Measure children to see how many inches tall they are.

Rousseau says, "Count, measure, weigh," and of these three, measuring interests children most.

Propose problems now, as: Take two inches away from ten inches. Take four inches away from ten inches, etc.

If the answers are correct, accept them; if wrong, say nothing. Tell the children to play "measure" with their sticks while you are busy. They will teach themselves and each other more quickly than you can. Gradually place in the envelope a three, a four and a five-inch stick, one or more at a time according to the development of the class.

(Continued on page 141)



THE HOMECRAFT COURSE.

In the homecraft course, just instituted in the Wadleigh High School, New York City, the attempt to meet practical demands in girls' education is seen at its best, according to officials of the United States Bureau of Education. The homecraft course is for girls whose interest is in up-to-date home-making rather than in advanced literary or scientific study. The work is taken chiefly by students who do not intend to go to college, but who wish to make the best use of their time while in high school; and it is particularly recommended for those who expect to stay in school only two years or less.

The course is both "practical" and "cultural." It answers the everyday needs of girls who mean to be real home-keepers and it affords abundant opportunity for studies that are for enjoyment as well as for work. Domestic science and domestic art, with household arithmetic, study of vocations, "clothing—its care and remodelling," are prominent subjects the first year. Drawing, music, biology, English, and physical training are required subjects, with current history, English history, and modern languages among the electives. Latin and advanced mathematics are conspicuous by their absence.

In the second year hygiene and sanitation are added to the requirements, and other studies may be chosen from a list which includes millinery, household chemistry, European and American history, (history of women's work, arts and crafts, and modern languages.

Household management, a required study, is a feature of the third year of the course. Applied design and applied physics are among the subjects that may be selected by the students. In the fourth year the girls delve a little deeper into the philosophy of home-craft by means of a required course on social efficiency. They may also regale themselves with a number of more advanced studies, such as fundamentals of legal procedure, physiology, bacteriology, and sanitation; household design and decoration.

Throughout the course the emphasis is on applied, rather than theoretical knowledge; and the work is so arranged that regardless of whether a girl completes the four-year course or leaves before she finishes she has acquired a fund of workable ideas of direct value to her in the immediate problems of her life. At the same time the course is not narrowing. Girls who take it may, if they desire, elect some of the more usual studies from the regular high-school courses. Furthermore, they are prepared to meet the admission requirements of the Columbia University School of Household Arts and similar higher institutions for young women.

The Hurry Life.

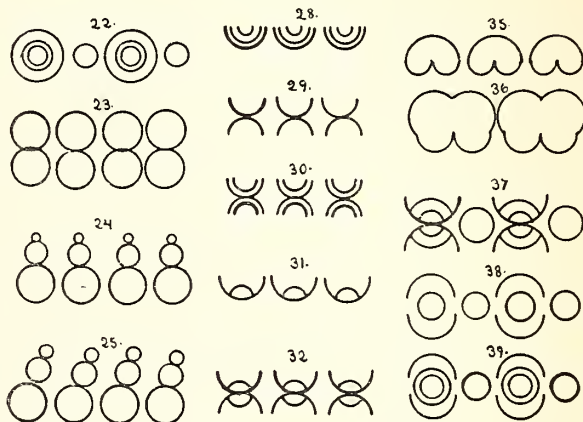
"Our American life is devoted to hurry. If this only killed the present generation it would not be so bad, but when applied to children it kills the next generation before it begins.

"Late hours stimulating diet, excitement, excessive attention to clothes, highly developed playthings, par-

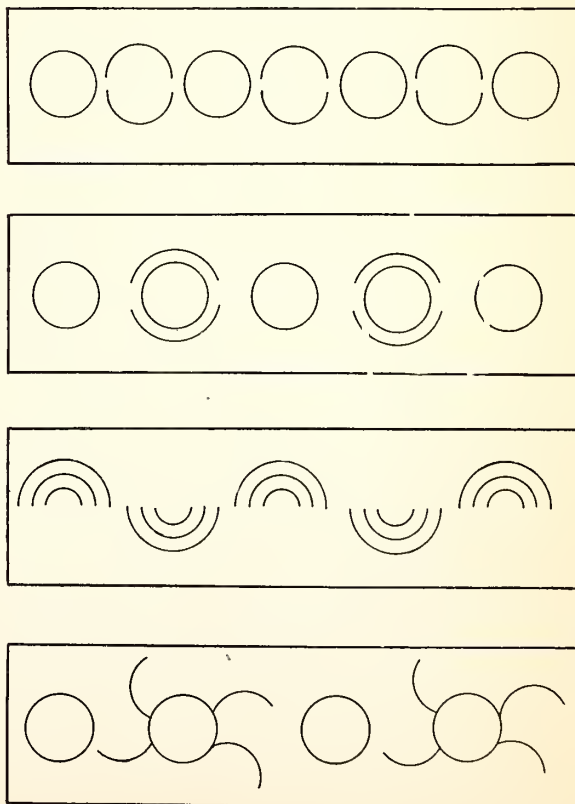
ties and the theater all tend to destroy the nervous system before it reaches maturity enough to perfect its legitimate function. For a child the simplest possible home, without travel, and with few and simple playthings preferably in the country, is the best thing that can possibly come to the child."

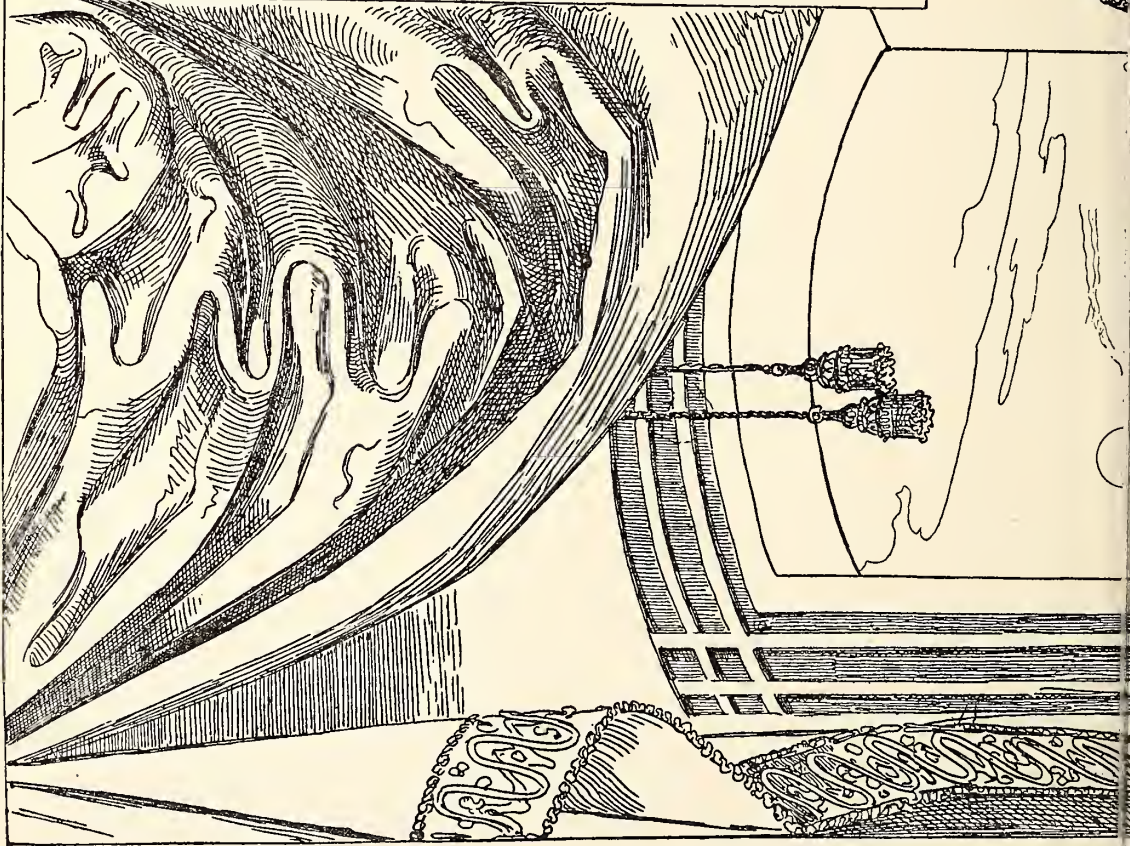
Notwithstanding the troubled conditions in Mexico, 167 new Government schools for the native population have been organized in the various States, according to a statement on Latin-American republics in the annual report of the Commissioner of Education.

SIMPLE SUGGESTIONS FOR RING LAYING



SIMPLE BORDERS

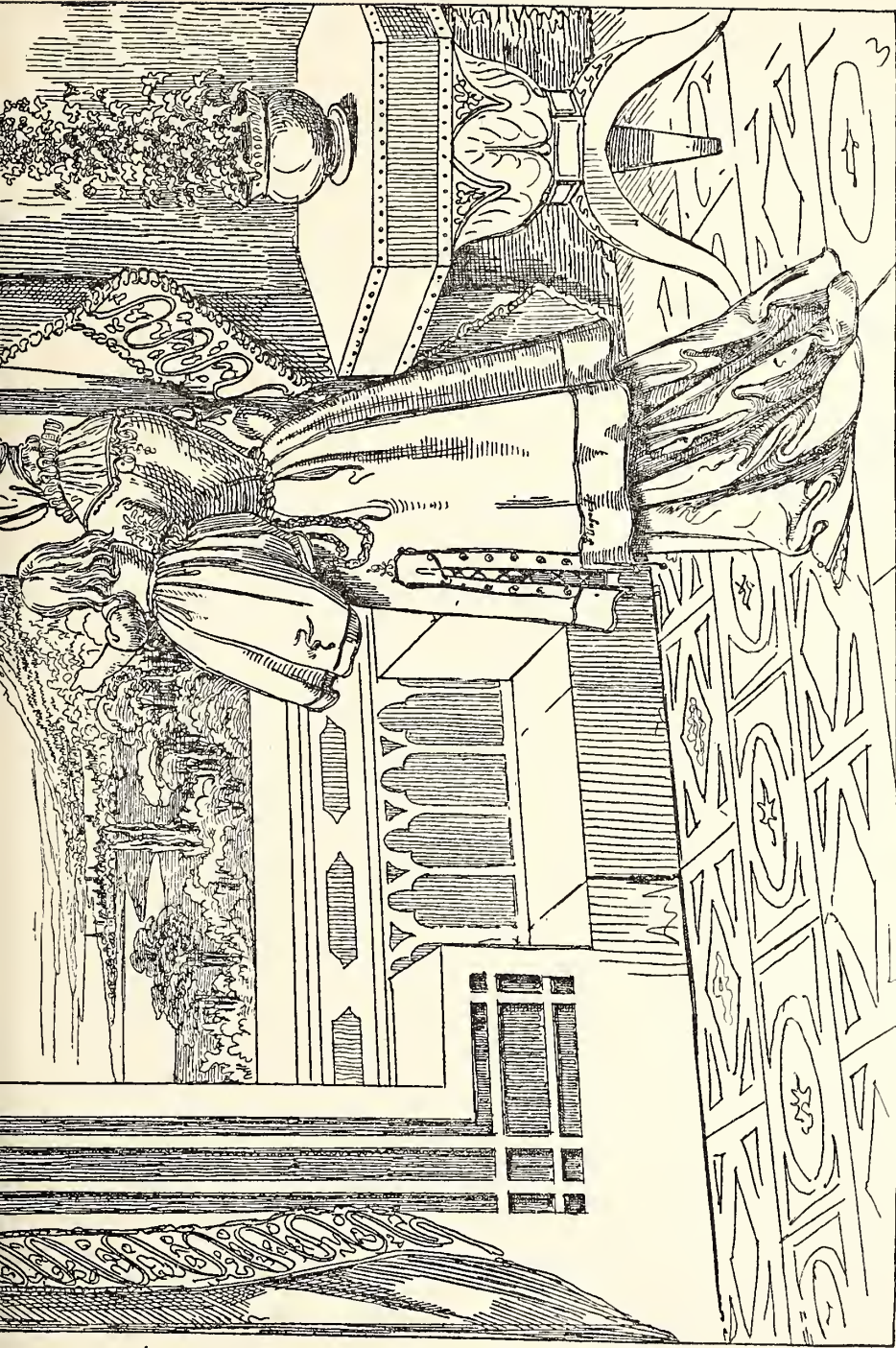




## THE CHILD AND THE MOON.

See the moon, baby,  
Riding so high!  
Will it come, maybe,  
Down from the sky?  
"Moon, come and play now,  
Pray you, with me!"  
"Nay, my dear, nay, now—  
That can not be.  
In my blue home here  
Always I stay;  
Yet while I roam here,  
Dear, we can play.  
Silver beams gliding  
Down to your feet,  
Seeking and hiding,  
Play with you, sweet!  
E'en when above you  
Clouds hide my face,  
Still I will love you,  
There in my place.  
When the clouds fleeting  
Leave my sky clear,  
Bright shines my greeting,  
Loving and dear.  
If your part you'll do,  
I will do mine:  
Yours, to be good and true;  
Mine, just to shine!"

LAURA E. RICHARDS.



**MOTHER PLAY PICTURE**  
**“THE CHILD AND THE MOON”**

**Kindergarten-Primary Magazine, Jan., 1914**

Note.—This picture can be detached and placed on the wall or used otherwise in the Kindergarten.

# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

**DEAR RURAL TEACHER.**—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

## JANUARY, 1914

"True happiness consists in making happy."

"Present neglect makes future regret."

"Thinking is more important than remembering."

"Don't be afraid to adopt the methods of others."

There is no copyright on good teaching."

"Make it your chief duty to wake up the child's mind."

"Use all good devices—none exclusively."

"A good garden may have weeds."

### ESKIMO LIFE

Through questions lead the children to notice the long nights and short days of winter, and with this thought take them to the land of snow and ice where they have the long, long night.

If we could journey toward the north for weeks and weeks we would come to a very strange land and find a very strange people. We will learn something about these people, and the queer little girls and boys of this country.

First we will notice that the ground is covered with snow, and sometimes very deep during the entire year, and how strange it would seem to us to go to bed in the dark and get up in the dark for weeks and weeks, and then some day have the sun rise and we would go to bed in the bright light and awake each morning to find it still shining. In this land of snow it is so cold that no large trees grow. Of what do they build their houses? They use snow. We make snow houses just for play, but they make them in which to live.

They cut blocks of snow shaped like very large bricks. Upon a circle about fifteen feet in diameter these blocks are built into a house (igloo), one man standing inside to shape the house, others working on the outside. The house grows smaller and smaller till it is closed overhead, making a dome-shaped roof, then the man inside cuts his way out making a door. This is so small that everyone crawls in and out on his hands and knees.

Sometimes a small window, covered with a skin from the inside of a fish, is placed over the door.

Around the inside is a shelf of ice built into the wall. This is used both for a table and a bed.

Several houses are often built near one another, thus making a regular snow village. They are very kind to each other, always sharing the food which is secured by hunting.

The Eskimo is very short, has a brown skin, small black eyes, a flat nose, and straight, coarse, black hair. They are not cleanly as they do not use soap, and never change their clothing. They protect their skin from cold by greasing it.

They are dressed in fur from head to foot. Little

children's boots are lined with soft, warm feathers. Large bags with fur inside are used to sleep in.

Their food is the meat of walrus, seal, and white bear. The meat is cut into strips, and usually eaten raw. Cold tallow is their "candy."

The father gets the food and clothing. The mother sews the clothing with a needle of bone and a thread of skin. The little children play whatever they see their parents do, and when the boys are old enough, they learn to drive the dogs, and go hunting with the men.

### BUSY WORK

Let all the busy work of the month be suggestive of winter, and nearly all the busy work devices can be brought into use.

With tablets, sticks and rings, represent the heavens with moon, or half-moon and stars of different sizes.

Folding and cutting—Free hand cutting of mittens, Eskimo dolls, sled, snow shovel, stars, crescents, moon, sun, snow crystals in every shape, a string of sleigh bells.

Represent an Eskimo snow village, having several snow huts made of building blocks and rings, over which may be placed cotton batting, sprinkled with artificial snow. Model in clay the dogs, sled, spear and the Eskimo boy. Roll balls of clay and cover with cotton batting for mounds of snow.

### STORY LIST—JANUARY

Children of the Arctic.....	Mrs. Peary
Agoonack, (Seven Little Sisters) ..	Jane Andrews
A Lapland Baby.....	Little Folks from Other Lands
A Little Arctic Girl.....	Little Folks from Other Lands
Snow Flakes.....	Hans Andevsen
Little White Fairies.....	All the Year Around
The Snow Man.....	Graded Literature I
Children of the Arctic.....	Josephine Peary
The Snow Baby.....	Josephine Peary
Children of the Cold.....	Frederick Schwatka

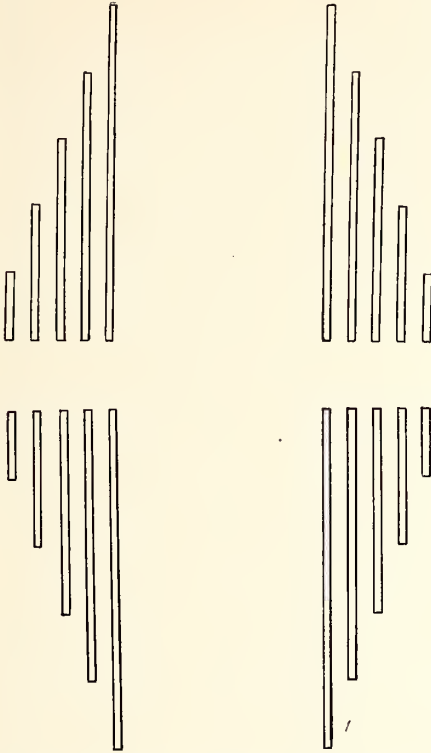
### WORD STUDY GAME

Cut a large number of stars, and upon these write the names of all words studied during the term, and place them all in a hat. Have a pupil "pass the hat." If the child can recognize the word and tell a story about it he keeps the star, and if not he returns it to the hat. Try the same many times around. For seat work have each mount the stars drawn on cards and write and print the word below each, and also write the story. These may be exchanged in class and used as a reading lesson. For instance ask Mary to read John's story about a hat, etc.

Suggestions for Village and Rural Schools

(Continued from page 136)

When they have the five lengths, ask them to place them, thus:



Ask them to count forward to five and then backwards from five to one. Let them sing 1, 2, 3, 4, 5—5, 4, 3, 2, 1. Let them play it with their fingers, raising one at a time.

(To be continued.)

NUMBER DEVICE

Jacob's Ladder—Make a small ladder and cover the sides and rounds with paper. This may be used later instead of a tree for their Christmas gifts. Awaken their interest first by telling them the story of Jacob's Ladder. Cut from card board shapes of two:—as two stars, two squares, two hearts, and attach these to strings about six inches in length. On each place a number, and the two cards together are to make a problem, as 2 and 3, 6 and 7, 3 times 2. Give them out, saying if you give the answer correctly you may hang it on the first round of the ladder. Repeat this over many times till all rounds have a number of strings upon them. Now vary the exercise by asking how many strings suspended from first and second round, third and fourth round, also remove a number and ask how many remain, etc.

The Massachusetts State Board of Education maintains a teachers' registration bureau for teachers desiring positions in Massachusetts. In the past year, the first of its existence, the bureau filled 89 positions at salaries ranging from \$2,700 down to \$10 per week.

MOTHER-PLAY PICTURE

BERTHA JOHNSTON

See Mother Play Picture, "The Child and the Moon" in this issue.

Prose translation of the rhymed matter to the mother-play, "The Little Boy and the Moon."

Why do objects in the distant spaces seem so very near to the little child at first?

Why does the little one wish, nay long, for union with the remote?

Mother, what about the child may this teach us?

That we may advance and not disturb his development.

That, before objects in space turn from him, he may find unity between them and himself; this inner unity to recognize and foster before objects externally separate from the child. Through such observations let us prepare for the child: A firm ladder upon which safely to proceed. Therefore, disturb not the child in his sweet dream. To feel at one with all in the great world-spaces; where he yet gladly stretches his arm toward the light of Heaven.

Where he yet not barriers know.

That from Heaven separate him.

Therefore, disturb not the little child in his blessed dreaming.

THE LITTLE BOY AND THE MOON

The simple story simply repeated in this little song finds its basis in the actual life of a boy of the indicated age. The motto, mother, endeavors to point out the higher symbolic meaning of this phenomena, often recurring in child life, particularly in the life of boys.

Especially does this phenomena force upon us the remark that we should, more often than happens, thoughtfully foster the child's observation of, and delight in the moon, and in the starry evening sky; and not allow his contemplation of the same right at the beginning to sink back into formlessness, and, as it were, a vacuity of gazing; but, judiciously make use of it, in order by means thereof, to make him from the first, through accurate observation and apprehension of the moon and starlit sky, aware, for example, of the often so plainly apparent spherical form, and its floating, as it were, in the ether. Thus in part: in part also, more especially, to lead him early in his contemplation of the starry sky, to feel, to perceive, to read, the presence of his Creator. To make it legible and comprehensible at an age when the child so readily apprehends in external phenomena its inner, unifying life, as the picture next following again so positively declares.

Upon his first new contemplation of natural objects, whose essence however he cannot yet grasp, the child receives from his elders, with equal credulity, the true or the false explanation. And the comprehension of the one, like the other, is to him equally easy or difficult, if otherwise they both have reference to the contemplation of matter or things; and thus, certainly, the child's observation and comprehension will, in the beginning, be not at all facilitated, if one points out and teaches him to know the moon as a man rather than as a beautiful, shining, floating ball; the stars as golden

pins or burning candles, rather than as bright, lustrous suns, which however appear so small because so distant from us. While the first presentation, despite its apparent life, is a dead one, the latter bears in itself the foundation of the living, well-grounded insight of a continuously progressive development. Why should one then, make the latter inaccessible to the child, possibly depriving him of it altogether? Truth never injures, but error always does, even if it later leads to the truth.

**Department of Superintendence, N. E. A.**—The Annual Meeting at Richmond, Va., Feb. 23-28, 1914. Official headquarters at Hotel Jefferson. Places of meeting State Auditorium, High School and Hotel Jefferson. Reduced railroad rates. Among subjects to be discussed are: Sociological Questions in School Co-operation; Distinctions between Vocational and Cultural Education; Part Time, Continuation, Shop and Trade Schools; Condition of Rural Schools; The Foundation of Educational Achievement; Report of Committee on Economy of Time in Education! Determinants of the Course of Study; Rural School Administration.

In addition to the above the following organizations will hold meetings during the week at times when they will lease interfere with the programs announced: National Council of Education and the Departments of Normal Schools and School Administration of the National Education Association, National Society for the Study of Education, Society of College Teachers of Education, National Committee on Agricultural Education, Educational Press Association of America, National Committee of Teachers of English, Conferences of State Superintendents of Education and of Teachers of Education in State Universities with Commissioner Claxton, Conference of Teachers in City Training Schools, American School Peace League, International Kindergarten Union, National Congress of Mothers and Parent-Teacher Associations, School Garden Association of America, National Association of Collegiate Registrars.

Mr. D. W. Springer, of Ann Arbor, Mich., secretary of the N. E. A., announces that it now looks as if the meeting at Philadelphia last year.

Dr. Montessori told this story at the meeting in New York, Dec. 8: "On leaving one of the Houses of Childhood in Rome one day, she was followed by all of the pupils, forty-five little children, who romped and scattered about the street and called joyfully to the teacher. Passers by, with no notion of the spirit of the Montessori Houses of Childhood, said to one another, rather scornfully, "this is a queer school. The children are undisciplined, as wild as woods animals." Dr. Montessori overheard the criticism. She raised her voice gently. "I wonder," she said, "If you children can return to the home on your tiptoes, without looking backward."

The forty-five little people turned about instantly, tiptoed to the house without once looking back and resumed their play."

## WHAT "COME" AND "GO" FOUND.

By Mary E. Cotting.

Little sister "Come" and big brother "Go" had been wandering through the fields all the morning searching for something for their mamma. Now they were about making up their minds they must go home for the first time during the fall without any of the outdoor treasures that their mother so dearly loved.

As they wriggled beneath the lowest wire of the fence to roll down a grassy bank, Go asked: "Want to race to the old sassafras tree?"

Now there was nothing that Come liked better to do than to run races, so away she scampered with Jep, the jolly dog, close at her heels.

The wind blew her hair across her eyes and being in so great a hurry she didn't notice where she was going, and down she stumbled into the decayed stump of an oak tree.

How the wood dust did scatter and how Jep barked. Up jumped Come brushing her clothing while Jep rolled about sniffing and making the wood-dust fly more and more.

As Go came along and began to push Jep out of Come's way he spied something moving in the dust. Down on his knees he went and began to poke about with a stick. In a moment he said: "See here, we shall have something to take to mother after all." Just then he poked a queer looking creature upon the dry grass.

It was brownish-black with a body something like a small and very flat finger. Its head was a little like that of a tiny turtle and from it down each side of the top of the body ran a faded orange line to the stumpy tail. The four legs were short and well spread, and ended in flat, little feet with five tiniest toes tipped by needle-tip claws. It didn't seem to be afraid as it scuttled into the middle of the large leaf with which Go was moving it into his hat-crown.

When it had been safely placed in the hat away the children and dog raced home to mamma, who told them they had found a lizard.

She placed the lizard in a pan-shaped glass dish half filled with earth and tiny pebbles. Everybody watched it. It had two little eyes with coverings that moved up and down and a slender, slender blade-like tongue. Its tongue darted out to catch small insects, shreds of raw meat, tidbits of angle-worms and the flies with which it was fed. The lizard became quite tame even crawling upon the children's hands. But one day Go noticed the little lizard trying to burrow, so it was decided to put it back where they found it, so that it could burrow in the stump.

Mother was pleased for she thought the old stump dust might be the best place for a little lizard to sleep through the long winter.

The Progressive Teacher of Nashville, Tenn., and the Kindergarten-Primary Magazine, both one full year, for only \$1.20.



## THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

**THIS COMMITTEE OF THE WHOLE**, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergarten—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,  
389 CLINTON ST., BROOKLYN, N. Y.

To the Chairman of the Committee of the Whole:

In Mrs. Amelia E. Barr's autobiography I find this description of the method and materials for teaching beginners in writing, in England, in 1838. Why cannot kindergartners use the sand-table in some such way?

S. T.

"I was taken to a long table running across the whole width of the room. This table was covered with the finest sea sand, and there was a roller at one end, and the teacher ran it down the whole length of the table. It left behind it beautifully straight lines, between which were straight strokes, pothooks and the letter o. Then a brass stylus was given me, and I was told to copy what I saw, and it was on this table of sand, with a pencil of brass, I took my first lessons in writing. When I could make all my letters, simple and capital, and knew how to join, dot, and cross them properly, I was promoted to a slate and slate pencil. In about half a year I was permitted to use paper and a wad pencil, but as wad, or lead, was then scarce and dear, we were taught at once how to sharpen and use them in the most economical manner. While I was using a wad pencil I was practicing the art of making a pen out of a goose quill. Some children learned the lesson easily. I found it difficult and spoiled many a bunch of quills in acquiring it. \* \* \* In 1832, the year after my birth, 33,100,000 quills were imported into England. \* \* \* Penny postage produced the steel pen. It belonged to an age of machinery."

Next month the editor will give an account of an up-to-date English school. In all the important schools it is customary for every child to wear a school hat, which distinguishes the pupils of each school. For instance, in one large private school for girls, all the pupils, from kindergarten to the graduating class, wear a large brimmed straw hat the year around, adorned with a black ribbon with the school crest, a shield bearing the motto "Omnes Vincit Veritas." The custom cultivates a fine *esprit de corps*, and every child feels responsible to do nothing that would dishonor the school.

The Chairman of the Committee of the Whole being in London for a few weeks, she will be obliged to conduct it from a distance, and hence may modify its character somewhat, replacing queries and answers by such impressions of London schools as may be of in-

terest or value to those who care to consider themselves members of the Committee.

One of the editor's nieces attends a private school, with classes ranging from kindergarten to college preparatory. The parents are given a Home Work Time Table, and are requested to inform the head mistress "if considerably more than the allotted time is spent on the preparation of home work." In scanning this we find that 25 minutes on Monday are allotted to history; 25 to geography, and the same to grammar and French; on Tuesday 25 minutes are given to dictation (for spelling); 30 to arithmetic; 25 to drawing; 25 to French; on Wednesday, 20 each are allotted to Scripture, history, grammar, French, with 10 to algebra. On Thursday, 20 each are devoted to geography, literature and French, with 15 to dictation, while Friday gives 40 to Scripture, and 20 to arithmetic, to algebra and French. The little girl is twelve years old and is in the third form.

To thus allot a stated period for acquiring a certain lesson, trains the powers of attention and concentration, and to hold the mother in part responsible makes a bond between parent and school; but in actual practice it is found that one lesson in a given subject may require more time to digest than another, or to execute with desirable neatness and accuracy, so that a somewhat more flexible schedule is to be preferred. If the parents choose, the child may do this studying at the school, in the afternoons after 2:30. The regular morning session closes at one o'clock.

### Latimer Road (London, England,) Evening Play Centre.

The editor visited on a Wednesday afternoon one of the London, England, evening play centres, which are under the management of a committee of which Mrs. Humphrey Ward is Chairman, Hon. Secretary and Treasurer. There were, in January, 1912, seventeen of these centres, which are held in the so-called Council Schools, corresponding to our public schools.

The editor's guide was Miss Hedwig Levi, author of a number of German books on occupations for children, which have been reviewed in the columns of the KINDERGARTEN PRIMARY MAGAZINE.

These play centres are open five evenings a week, at the, to us, unusual hours of 5:30 to 7:30 o'clock p. m. and for an hour and a half on Saturday mornings.

The visitor found much to interest and please. After an introduction to Miss Wilcock, the courteous and devoted superintendent of all the classes, she was conducted to a general assembly hall where, seated upon a platform she watched the children gather; then, five different groups after engaging in a brisk march, separated to go to their different class rooms. The main room was made cheerful by a large grate-fire at one end, and the walls were decorated with some forty excellent and attractive photographs, some in monotone, some in color, of scenes historical, geographical or imaginative. Indeed the London County Council, judging from the very fine pictures to be seen in every room of this building, appears to have an ample art fund to draw upon.

After about one-half of the children had dispersed to their class rooms, the remainder were led in games by an expert teacher who managed to direct three circles at a time, each of these composed of about 20 children. They played several singing games that were new to the visitor, and later another set of three circles, after playing their games, danced simply and gracefully some steps of the minuet. The union of freedom with discipline was admirable. The words of the games were sung with spirit and sweetness, and the boy pianist did his part admirably.

Leaving these children to their active exercises we entered a story-telling class, where sixty little ones were being entertained with the story of *The Three Musicians*. In these school rooms each row of desks is raised one step above the one in front, so that the last row is in plain view of the teacher, and the teacher is not hidden from the sight of any pupil by the curly noddle of a child in front. This evening every seat was filled principally with girls, and a row of eager-faced boys sat cross-legged on the floor.

In another room about 40 children were having a lesson in water colors, each child painting from a natural spray of wall-flowers resting upon its desk, and with results that were highly satisfactory. The room radiated happiness. The method employed was the highly effective one known as "brush work."

Another class was engaged in basketry, and were doing charming work. Best of all, perhaps, as indicating the real value of these voluntary classes, was a little market basket one boy had brought from home in order to replace some of the broken reeds. Another boy showed a box of drawing implements, compasses and the like, which he had won at a horticultural show for a basket he had made at home and exhibited. These London play and occupation centres seem thus to have secured a genuine connection with the home, which is the real test of abiding merit.

Miss Levi's class was making the match-box furniture described in her recent little book. The boxes used are the small, wooden ones, such as hold the Swedish matches and the children are delighted with the tiny tables, desks, chairs and the like that, after the final coat of brown paint has been received, are such perfect imitations of the real thing: Each of the classes visited was composed of both boys and girls. Although the neighborhood is regarded as a very bad one, these chil-

dren, while in class, were gentle-mannered and there were no unpleasant shrieking voices.

The play hour comes between the English "tea-time" and the children's bed-time, and accomplishes untold good, as do our own vacation schools and play centres in keeping the little ones off the street for a few hours, and in substituting worthier ideas for their games and occupations during these hours when they are left to their own devices.

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*To the Chairman of the Committee of the Whole:*

In regard to the so-called skatemobiles described in a recent number of the *KINDERGARTEN PRIMARY MAGAZINE*, may I suggest that grave danger attaches to their use on city streets. When a certain momentum has been acquired it is impossible to stop them suddenly, or to steer them properly, and hence the likelihood of collision with each other or with passing vehicles. I would not recommend their introduction in congested districts.

S. M.

Our correspondent's recommendation is well made. A game, toy or recreation suitable to one locality, or one period of time, may be quite out of place elsewhere. Good judgment and common sense are indispensable qualifications of parents and teachers.—  
[EDITOR.]

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*To the Editor of the Committee of the Whole:*

I saw an item a few days ago that I thought would interest the other members of our committee, illustrating as it does the difference in the point of view regarding women's education, between the middle of the last century and today. It reads:

"When Vassar was opened a prominent woman said: 'The mere fact that it is called a college for women is enough to condemn it. Of one thing we may be sure—no refined Christian mother will ever send her daughters to Vassar College.'"

S. L. N.

It is indeed difficult for us of today to realize the opposition felt to woman's higher education in the early days of the movement. But every progressive step meets with similar hindrances. Strong objections were raised when it was first proposed that women should study geography. Next summer, July, 1914, will be celebrated at Framingham, Mass., the seventy-fifth anniversary of the founding of normal schools in America. Before that date it was considered quite absurd to suppose that a teacher needed to be taught how to teach. What a waste of the state's money! A step forward has again been taken, however, and this time by the Secretary of the Navy, Josephus Daniels, who proposes to make the United States navy the world's greatest school of technology. "Every ship is to be a school of instruction for enlisted men." They will be given the choice of studying electricity, radiography, carpentry, stewardship, plumbing, coppersmithing, blacksmithing, bookkeeping and the like. The three "R's" will also be taught to those seamen whose earlier education has been neglected. As stated in an interview reported in the *New York Times*, "the president of this biggest of all the world's technical schools will be the Secretary himself; its vice-presidents will be the



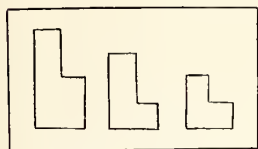
commanders in chief of the Atlantic, Pacific and Asiatic fleets; the principals will be the commanding officers; the teachers will be the junior officers of the battleships, cruisers and destroyers of the various naval organizations," and the ensigns just out of Annapolis will share their advantages by teaching those in need of elementary training. This technical education will not only make the navy more efficient in the increased intelligence and efficiency of its men, but any man whose term of service expires will find himself well equipped to enter an honorable trade and so to serve his country ably in civil life.

### STRAIGHT LINE CUTTING.

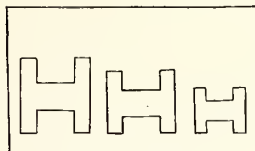
CARRIE L. WAGNER

Cutting on straight lines is good practice for children, and they enjoy it when the results are pleasing.

The illustrations given here are easily cut from squares of different sizes. The first are three bears' chairs. They may be cut from one square 4x4 inches, folded into sixteen little squares. Beginning at the top cut on the left vertical line down the length of two squares, then cut across the center the length of one square, and then down again the length of two squares.



Three Bears' Chairs

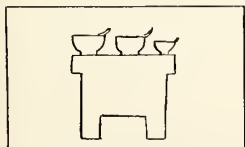


Three Bears' Beds

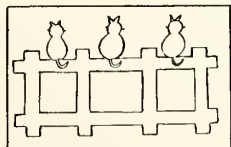
This will cut away ten squares, leaving six in the form of a chair, which is father bear's chair. To make the mother bear's chair, cut from the remaining ten squares four squares in the shape of the father bear's chair; then there will be six squares left. Cut two squares from the top and one from the right side, leaving three, which forms the baby bear's chair.

The three beds are made by folding three different sized squares into the sixteen little squares. Cut away three squares from one side; from the center of two sides, cut out two squares; this will leave eight squares forming the shape of the bed. To make it a better shape, fold the three squares on each side through the center, open and cut off the outer half of each.

The table is made from a four inch square of paper. When the sixteen squares are folded cut out two in the center at the bottom. Then fold the upped edge of the square to the first crease, open, and cut off the top half on the line. Fold each side to the first crease



The Table and three bowls



The Fence and Pussies

and cut away half of each up to the top half squares, leaving the projections which makes the table a nice

shape. From the scraps left from the cutting, the three bowls may be cut free hand.

The fence and the kittens will delight the children. The fence may be made from two four-inch squares. Fold each one into sixteen little squares. Open and fold again into a book, and cut out the four center squares. Open, and fold the outer edges of the four sides to the edges of the open square in the center. Cut from the center of the four sides the two half squares; then from each corner cut out the little squares. Mount these two parts of the fence on cardboard or mounting paper, leaving a space between them the size of the inner squares of the fence. With two of the small strips left from the cutting connect the squares. This makes a realistic fence, and when the cats are cut and pasted on, the children will indeed be delighted with their morning's occupation. Many interesting posters may be made from the squares, and they are very pleasing to the children.

In cutting the cats and bowls, the straight line cutting can not be adhered to, but cutting the different figures will be a good lesson in curves, and also in free hand work.

Mary F. Schaeffer, writing from Germantown, Ohio, under date of Nov. 11, 1913 says: "I cannot state what the cost is of the Montessori material I use in my primary work. The alphabet, (small and capital letters) I made myself. I have a set of capitals which supplement the sand paper small letters of Montessori didactic material. The cost would be measured in terms of "interest," "time," "insight," "application" "experiment" "re-organization," etc.

My work this year, due to readjustment and reorganization of the work of five years in this particular school, is even now a month in advance of last year. Last year it was six weeks in advance of the previous year—and my first year of experiment, even before going to Rome, was a month in advance of the year previous to that. My children "break out" in writing their names, using capitals without any previous teaching. I am gaining a perspective of both kindergarten and Montessori, together with a perspective of my own adaptation of these methods. The children in their growth, their grasp and use of the symbols of the three R's are my criteria.

There is much more to be learned, but I have to overcome the limitations of home and school environment, a larger group of children with no previous school experience in kindergarten, traditional customs of a village long used to the A-B-C method, etc.

The hearty co-operation of the mothers after three months school this year assure me my efforts are not in vain."

Teachers in Greenville, Miss., are required by the school board to attend summer school at a university at least once every three years.

The 1914 meeting of the National Education Association will be held at St. Paul, Minn., July 4-11.

Fresno, Cal., has a model open-air school building costing less than \$500.

## DR. MONTESSORI

JENNY B. MERRILL, PD. D.

Dr. Montessori's true womanliness has appealed to the great audiences that have greeted her in America. "All the homage which the American people have lavished upon me," says she, "I accept not as a tribute to me personally, but as homage to the child."

She says: "I feel I understand the American people tho I cannot speak their language. I know how much they are in sympathy from the contact of their humor and the expression of their eyes. We cannot have this experience in Europe." So we see that Dr. Montessori has applied practically to us that soul to soul touch which she urges in her little game of "Silence."

How little Dr. Montessori has known in the past of what we have become familiar with in America is shown by her interest and surprise in visiting the children's room in the Boston Public library. She said to a reporter of the N. Y. Tribune in a most characteristic interview: "I had always had a vision of a little room for children where would be little tables and chairs and books and pictures especially selected for children, but I never dreamed such a place really existed."

One wonders that such an intelligent woman is not more familiar with America where thousands of her own native people have been enjoying for years just such advantages in many of our cities, but the explanation is that this woman has been studying, working, experimenting independently in great measure. She comes as a new voice crying as it were again "Prepare ye the way of the Lord. Make his paths straight."

We should not, as I fear many kindergartners have done, turn away in annoyance, saying, "We know it all." "Froebel taught the same truths." The fact is hosts of parents and teachers do not know them yet, and if a new voice rouses them, can we not add in the words of Whittier—"what matters it whether it be mine or another's pen?"

Ellen Key, the great Swedish author, in her celebrated book, "The Century of the Child," reminds us that "absolutely new truths are very rare. Truths which were once new must be constantly renewed by being pronounced again from the depths of the ardent personal conviction of a new human being."

In "Education of Man" Froebel says: "See and observe the child; he will teach you what to do." Dr. Montessori re-emphasizes that wonderful message.

Her disciples we greatly fear will forget it or fail to understand it or will soon lose faith in it just as the kindergartner so frequently has lost sight of it in her greater interest in gifts and occupations, sequences, stories and all the rest.

It is a very difficult message to understand. It almost seems absurd to one who has not tested it.

There were two telling points in the address which I heard that I have not seen quoted in any reports.

Dr. Montessori claims that the physician needs the teacher's help. We as teachers have been profiting in these last few years by the physician's help in our schools. Have we ever heard it said before that the physician needs the teacher? Let us ask ourselves what we have to give the physician. It is worth careful thought.

The second point which again I have not seen quoted is this—are you giving as thorough a training to your teachers who deal with soul and body as you give to your physicians who deal mainly with the body?

The Italian folk tale which Dr. Montessori related to the Tribune reporter is most interesting and unique. It seems to me to be a picture of what she herself is.

This is the tale which Dr. M. related after expressing her views upon the need of dancing and art appreciation as a part of every school life:

"Beauty is only a means to an end. We must not return to the pagan conception of things. Its position is illustrated in this old Italian folk tale. The woman it says may have beauty, that is zero in itself. She may have charm—zero. She may have talent, wit, intelligence; all these are zero if they stand alone.

"She may have a great soul, however, and that counts as one, then when you have the one you can add all the zeros, and then they increase the total value a thousand fold."

## Some Montessori Sayings

"There are three principles which all children must understand. They must not offend against any moral law. They must observe the demands of courtesy. And they must not interfere with the rights of others. *Praise good, rather than punish bad.*"

"A child's training should begin as soon as he is born. The properly educated baby never cries. I have seen sixty infants less than a week old in a Roman hospital ward, with not a wail breaking the complete silence. Science has not yet succeeded in eliminating the first cry of the new-born babe, but that first one should also be the last."

"The reason why we have had so much trouble with children in the past is because we have considered them from our standpoint, instead of from theirs. Many of the actions for which we have criticised and punished them are perfectly natural, in a child's world. We are the ones at fault if we try to make them live in our world before they are ready for it. They will be ready much more quickly if they are allowed to follow their own natural lines of development."

"I did not begin my system with the idea of banishing all discipline and punishment. That was one of the results which evolved from the general method. I have simply found that in the vast majority of cases the child that is properly trained does not need punishment. No form of corporal punishment is necessary, under any circumstances. "If you tell a child, 'This is right, that is wrong.' If you explain to him that right things are the things to do, wrong things the things to avoid doing, you will find it easy to train him in the habit of taking the right course. Particularly if you praise and caress him for being good. If you put the emphasis on approval instead of on disapproval."

"Usually the child who misbehaves needs medicine and not punishment. "If he refuses to act reasonably a physical examination will almost always show that something is wrong with his health. When the defect has been remedied the child again becomes good. In the rare cases where no ailment is discoverable a 'naughty' child

may be isolated. He may be treated as the victim of an illness too obscure for diagnosis, and set apart from his companions with a few toys. He is not to be held up as a disgraceful object but as a person to be pitied. I have found this treatment speedily effective, but, I repeat, it need hardly ever be used."

"It is all so simple. The child leads, the mother or teacher follows to protect and advise. Why should it seem terrible to allow children liberty? Only the free know the real meaning of restraint. I do not urge license, only freedom."

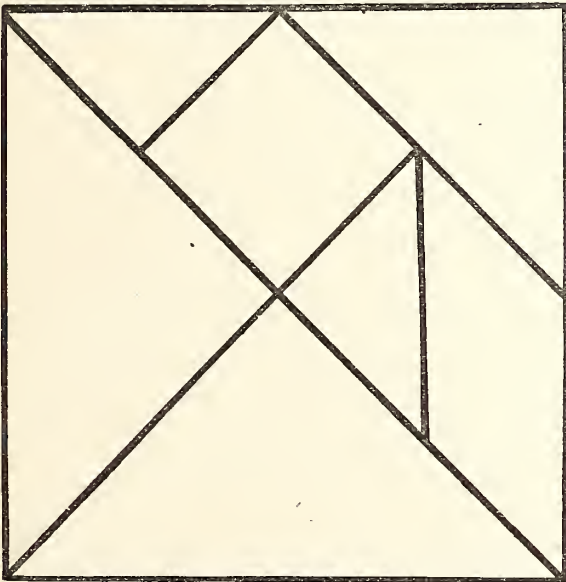
"There should be a much closer co-operation than exists at present between mother and teacher. There is no reason why the methods employed in a House of Childhood should not be taken over into the home by the mother. Her children ought to be with her part of the time and she can allow their personalities to develop freely if she once sees the importance of it. Indeed, where there is no regular school employing my methods the mother by adopting them may send her seven year-olds to the graded school advanced far beyond their playmates."

Moving pictures illustrating the work exactly as carried on in the Houses of Childhood, proved an interesting feature of Dr. Montessori's meetings.

## CHINESE PUZZLE OR TANGRAM

DR. JENNY B. MERRILL

Note. Reference was made to this puzzle in the November magazine in the article on tablets.



The tangram may be made on a plain white card or colored pasteboard. It is sometimes manufactured in metal and also in ivory. It should be carefully drawn, then cut on the lines into seven pieces.

One puzzle is to put the square together again, but two smaller squares may also be made, two pieces being used for one square and five for the other.

Napoleon used the tangram for amusement.

It is said that many hundred figures can be made from these seven pieces.

A Chinaman is a favorite one. Any one who possesses a copy of that old but excellent book, Calkin's Primary Object Lessons, will find reference to this puzzle and several illustrations of its use.



MARIA KRAUS-BOELTÉ.

After more than half a century of uninterrupted work in the kindergarten field, Mrs. Maria Kraus-Boelté has retired from active teaching. In the future this famous exponent of kindergarten methods will devote her time wholly to lecturing and writing. Her biography is virtually the history of the kindergarten movement in America. Mrs. Kraus-Boelté was not alone the pioneer in this work in the United States, but for more than forty years has been the leading exponent of the teachings of Froebel. During this long period of active service, Madam Kraus has trained hundreds of teachers, and throughout has been the inspiration of those interested in the movement.

Mrs. Kraus links the present directly with the days of Froebel, and serves to keep us, therefore, in touch with the spirit and authority of this great teacher. Her birth and education were especially fortunate.

Maria Boelté was born in the Grand Duchy of Mecklenburg-Schwerin, November 8, 1836. Her ancestors for generations were people of culture, her father being a lawyer of prominence, holding a high government position. Throughout her childhood, her home was a literary and musical center where were gathered people prominent in the intellectual life of the day.

In such an atmosphere, Miss Boelte naturally heard much of the work of Froebel, which was attracting such wide-spread attention in the educational world. Her enthusiasm was especially aroused by an aunt, herself a well-known writer, and she left her home to study at Hamburg with Froebel's widow, and with Dr. Wichard Langé, the son-in-law of Middendorff. At the same time studies were carried on at the Seminary for Teachers where she specialized in pedagogics and psychology. On concluding these courses, Miss Boelté moved to London where she assisted Madam Bertha Rongé, a pupil of Froebel, and shortly afterwards she was associated with Madam Johanna Goldschmidt, President of the Froebel Verein in Hamburg. Against

great opposition, Miss Boelté now opened her first "pay kindergarten," meeting with great success. The highest possible praise for a kindergartner is doubtless the phrase employed by Madam Froebel at this period who, when called upon to investigate the work of Miss

In 1871 Miss Boelté moved to England and in the following year, which is a date to be remembered, she came to America. At this period, Miss Boelté became interested in the educational writings of Professor John Kraus, and in 1873, on Professor Kraus coming to New York, they were married. In the same year, the New York Seminary for Kindergartners was founded under their mutual direction. The work prospered and the influence of the two teachers upon education in America has ever since been a potent factor. Upwards of 1,000 young women have attended Mrs. Kraus' classes, and more than 2,000 children have come under her direct influence.

Professor and Mrs. Kraus have given to the public the Kraus Guide, Vol. 1, Gifts; Vol. 2, Occupations. Mrs. Kraus has much more to give of the true essence of the kindergarten, and we trust she will be spared many years to write and lecture in behalf of the cause she has served so long and faithfully.

### DOLL LIZZIE'S BIRTHDAY PARTY.

#### PART II.

SUSAN PLESSNER POLLOCK.

In the night Gertrude dreamed of Nickse's birthday. She saw again his delight and saw Lizzie's pleasure as she had told her that her birthday should be celebrated. That was a dream, but Gertrude awoke and began to cry bitterly, she had forgotten Lizzie's birthday. The moon shone brightly; she got very quietly out of bed, tiptoed over to Herman's bed, and awakened him, laying her head on his shoulder and drying her tears with her hands, she whispered softly, "Ah! Lizzie's birthday!"

Herman woke up—he quickly realized the grief of his sister and with one bound he was out of bed. "We will decorate the birthday table this minute," said he. Fortunately he had a piece of cookie, which August had given him, still in his jacket pocket; he seized his frock, which lay on a chair beside his bed, and drew the cookie out of the pocket.

Pine needles from which to make candles were not there, but in the next room where Lizzie was, in her playhouse bedroom, was a pot of ivy from which Herman broke several leaves from which he stripped off the leaf and stuck the bare stems as lights around.

Lizzie, who in her little house was standing leaning against the wall, looked at all these preparations, and acted as if she was about to start out alone for her birthday table, but that she could not do. Gertrude went gently over to her and took her up in her arms; of course Nick and Lambie must be brought too, but Herman did not let them roll along behind him, as they always did, he lifted them up that the dear parents might not be disturbed. Had the parents not noticed anything during the night birthday celebration? Oh, yes indeed, they had noticed every single thing from a distance.

The next story will be "Grandma."

### NIZA.

ETTA SMITH.

Niza was eight years old before she ever saw a white man. Her father had told many times about their blue eyes and yellow hair and white skin. Once he had bought a book full of pictures, and for hours at a time Niza would sit very still and listen while her father read about the wonderful country where there were many colored flowers and birds that sang, and green grass that grew everywhere. She would look at the pictures and think that the white man lived in the most beautiful place on earth.

At night she would beg her father to read from the book while she stood by his knee and looked at the bright colored pictures. How she longed to see some one from this sunny land! Her father said he was quite sure there would be white men come to their land before the end of the year. Every morning Niza ran to the top of the high hill hoping to see the white men's sled in sight; but weeks passed and months passed and still they had not come.

One morning Niza drove her team of brown puppies to the hill-top. She jumped off the sled and ran to look over the great rock once more for the white men. Near enough to touch her were two strangers climbing the ice covered rocks. When she saw their white faces she knew who they were.

One of the men patted her on the head and smiled at her astonished look. Of course she could not understand what they were saying to her, but she pointed to her home and smiled; which the men took as an invitation.

The little brown puppies never ran as fast in all their lives as they did when Niza kept calling and calling for them to fly! She was so excited that she could hardly tell the glad news to her parents. Her father hastened to meet the strangers and soon brought them inside. One of the men carried a large bear skin bag. Niza knew there must be something from the white man's land in that bag and looked on with bright, anxious eyes while it was opened. Sure enough, there were dolls and books and ribbons and beautiful glass beads and a gold ring. In all her life this Eskimo child had never seen so many strange looking toys.

The men seemed almost as much pleased as did Niza. They placed the beads around her neck and wrists and the ring upon her little brown finger.

For two days and nights the men stayed with them, then they left for the far north, promising to stop on their way back. Niza's father gave them meat, and oil, and would take no pay at all.

Niza loved her beads and rings, but best of all the picture books, and was the happiest child in that Eskimo land when her father taught her to read them herself.

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A "Society for the Instruction of Eugenics" recently founded in New York already has 200 members.

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One Idaho county has more than 350 boys and girls organized in sewing, cooking, potato, and corn club work.

# NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

By Laura Rountree Smith

January has come to town,  
Softly the snow-flakes flutter down,  
With a tinkle of bells, and snow-white gown,  
January has come to town.

## Telling Directions.

The wind's from the North, blow merry winds, blow,  
While down fall the flakes of feathery snow!

The wind's from the South, in the pleasant spring,  
Back again, back again, sweet birds will wing.

The wind's from the East, surely 'twill rain,  
But what care we? 'twill be sunny again.

The wind's from the West, it is going to clear,  
And we all are happy for winter is here.

Right hand points East and left hand West,  
Bow to the North your very best,  
Then face about and softly say,  
"This is the South, good day, good day!"

## A Happy New Year.

Father Time sits on a platform. The Months come in carrying appropriate articles, for example, April carries an umbrella; February, a flag and drum; October, leaves, etc.

Father Time:

I'm waiting here for the Little New Year,  
When the clock strikes twelve, he will appear,  
Then ring sweet bells with a merry din,  
And we will welcome the New Year in!

(The clock strikes twelve, sleighbells are rung softly, and a very small child in white suit enters as New Year.)

Song—Tune, "Jingle Bells."

Hear the merry bells,  
Ringing sweet and clear,  
Each a story tells,  
For New Year's drawing near,  
Late on New Year's Eve,  
Listen and you'll hear,  
The merry, merry, merry bells,  
Ring in the glad New Year.

Father Time:

A welcome to all I gladly sing,  
The merry Months come dancing in!

(Enter Months who stand at right, and left, of Father time. The New Year is seated by Father Time.)

January:

I am January, now I am here,  
I wish you all a Happy New Year!

February:

With shield and drum and banner gay,  
February is on his way.

March:

I am merry March, ha, ha, ho, ho,  
Hear the winds of spring-time blow.

April:

I bring the showers to the thirsty flowers,  
For April has so many rainy hours!

May:

I am merry May, with sunshine and rain,  
I welcome the birds to their nests again.

June:

Glad Vacation is coming soon,  
Vacation, in the month of June.

July:

The Fourth of July, the Fourth of July,  
The children cry, see the rockets high!

August:

August scatters golden-rod,  
Along the paths the fairies trod.

September:

Little children I hope you remember,  
School starts again each year in September.

October:

In October bright leaves fall,  
Fruits will ripen one and all.

November:

I am November, I'll call in the sleigh,  
To help make you happy on Thanksgiving Day.

December:

I am December and I call,  
"Merry Christmas to one and all."

Father Time:

Welcome merry Months today,  
Little New Year's come to stay.  
Little children far and near,  
We wish you all a Happy New Year.

Months:

A Happy New Year to one and all,  
Happy hours we bring,  
A Happy New Year to one and all,  
A Happy New Year we sing!

## New Year Play.

Oh New Year, Happy New Year,  
You are welcome every place,  
Oh New Year, Happy New Year,  
See now each smiling face! (smile)  
Hold up your hands, so clean and white, (hold up hands)  
And welcome the New Year with smile so bright.  
(smile)  
Oh New Year, Happy New Year,  
Some useful things we'll do,

Oh New Year, Happy New Year,  
 We'll all be good and true,  
 We'll all shake hands and bowing say, (shake hands,  
 how)  
 We will do a kindness every day!

### The Snow Man.

I'm a little old Snow Man, ha, ha, ho, ho,  
 The children made me last night you know,  
 They gave me nose, and mouth, and eyes, (point to  
 them)  
 And put on a hat to make me look wise, (point to head)  
 When the sun comes out, I'll laugh and shout,  
 They'll not find me anywhere about,  
 Then clap the hands, ha, ha, ho, ho, (clap hands)  
 For the funny little old Man of Snow!

### A New Year Game.

The children sit in chairs and choose January. He points to them quickly, giving them names of days of the week. The children say:

"January has come to town,  
 January in snow-white gown,  
 Oh January, whom do you seek?  
 For here are all the days of the week!"

January now points to any child, as Monday, and Monday says:

"I am Monday, I hope you know,  
 I will go with you over the snow."

January and Monday skip out of the room, return, and Monday takes her place.

November chooses another day who replies in the same way.

They skip out of the room and this continues until January has chosen all the days of the week.

January then says:

"There is one day that is very welcome here."

The children reply:

"Oh, can it be the *Little New Year?*"

January says:

"Yes, it is *Little New Year's Day.*"

The children now rise and form a circle around January and he tries to break through the circle; if he does so the game is ended. If he cannot break through he may name a child to take his place.

This game should help children to become familiar with the days of the week.

This little rhyme may be learned and the first child in the circle to give it may take January's place.

These little games may be played in a variety of ways.

Seven Days.

Sunday, Monday, Tuesday,

Who will follow after?

Wednesday, Thursday, Friday,

Saturday, with laughter!

If these lines you can recall,

You will name seven days in all.

Dr. Alfred Russel Wallace, co-discoverer with Darwin of the modern theory of evolution, died in England November 7, at the advanced age of ninety years. The beautiful relationship that existed between these two earnest searchers after truth should be known to all children that they may be led to admire and to emulate that spirit which values truth and justice above mere self-seeking. Grant Allen tells us in his life of Darwin:

"While Wallace was still at Amboyna, Malay, he sent home, in 1858, his striking memoir addressed to Darwin with the request that he would forward it to Sir Charles Lyell for presentation to the Linnean Society. Darwin opened and read his brother naturalist's paper, and found to his surprise that it contained his own theory of natural selection, not worked out in detail as he himself was working it out, but still complete in spirit and essence, with no important portion of the central idea lacking to its full rotundity.

"A jealous man would have put obstacles in the way of publication, but both Darwin and Wallace were born superior to the meannesses of jealousy. The elder naturalist communicated his young rival's paper at once to Sir Charles Lyell, who sent it on immediately to the Linnean Society. But Sir Charles Lyell and Mr. Joseph Hooker, both of whom knew of Darwin's work, thought it advisable that it should be published in the journal of the society with a few extracts from his own manuscripts side by side with Wallace's paper. Darwin therefore selected some essential passages for the purpose from his own voluminous notes, which were read together before the society on July 1st, 1858. That double commencement marks the date of the birth of modern evolution."

The U. S. Bureau of Education, with characteristic efficiency in educational matters, will bring out within a few days a bulletin relating to kindergarten interests and progress in the United States, prepared by the Kindergarten Division of this Bureau, which was organized last March. This bulletin will cover statistical tables, opinions of superintendents, primary supervisors, and first grade teachers, as to the advantages possessed by the kindergarten trained child over the child without such training, material dealing with many school problems as affected by the kindergarten, and a bibliography of kindergarten literature. A committee of kindergarten training teachers has been appointed to collect detailed information relative to training schools for kindergarten teachers, also a sub-committee to prepare suitable material for leaflets and to give advice in matters that call for expert judgment and knowledge. Individual kindergartners everywhere are urged to send to the Kindergarten Division in the Bureau of Education, Washington, D. C., news of new kindergartens established and other items of interest.

Dr. Frank M. McMurry spoke before the New York Public School Kindergarten Association on Wednesday, November 19th, on his "Report on Kindergartens of the City." He said that his most important recommendation was the union of kindergarten and elementary education. He presented the conspicuous points of difference existing and made several remedial suggestions.

Individuality, he said, was one of the kindergarten's strong points, and the present curriculum allowing individuality is the only way of obtaining initiative and individuality of pupils. Dr. McMurry invited discussion and many responded with the result that the meeting was informal and of unusual interest.

## BOOK NOTES

**Vocation and Learning.** By Hugo Muensterberg. The People's University, University City, St. Louis, Mo.

A most welcome treatise on the modern problem of universal vocational education and guidance. It treats the topic in broadest fashion and on a high, yet comfortably accessible plane; is, indeed, delightfully democratic, and this without sacrifice of dignity, without the abrogation of "ancient wealth and worth."

The author postulates in every human being as chief motive of action an intense desire for happiness, but finds along with this an all but equally widespread dissatisfaction with the share in life allotted to each. For this apparent contradiction he accounts by the fact that the sense of pleasure—gratification of the senses, luxury and comfort—is almost universally mistaken for happiness; whereas true happiness can be found only in the conscious search for truth and beauty, friendship and love, and other ideal goods. For while pleasures lose their charm as soon as they are secured, ideal goods grow in value with every new achievement and constitute an exhaustless source of happiness.

The ideals a person chooses for definite service in his life constitute his vocation; and thus vocational life becomes the real center of all endeavors towards happiness which man can know. Indeed, the author claims, there is no vocation that, when seen from this higher point of view, can fail to become a source of inspiration and happiness. He illustrates this by the teacher, the learned professions, commercial pursuits; but finds that it is no less true of the mother, the wife, the settlement worker. Indeed, he concludes, "whoever feels the need of ideal fulfillment of his work will gain thereby enduring happiness in his vocation, whether he be the director of the company or the office boy, a college president or a kitchen girl."

Every life-experience, however trivial, presents itself to him as a unit, inseparable in itself. It may be considered, however, from different points of view. In one of these we see it as knowledge, in another as action, and in a third as motive; the three involving, respectively, thinking, willing and feeling. This he represents graphically; the life-experience as a circle inscribed in an equilateral triangle, the three corners of which indicate the three different points of view. This graphic expedient—quite familiar to kindergartners as illustrative of Froebel's fundamental law of unity—the author applies to the study of a variety of vocations. In each instance he shows clearly and forcibly what things are to be learned, what skills are to be trained, and what ideals or motives are to be stimulated.

Early and constant sympathetic observation of the young with reference to genius, inborn tendencies and special interests is commended as an imperative duty to parents and teachers. Also, adequate attention is given to courses of study and vocational guidance. Nevertheless, for the sake of expanding the learner's horizon, for extending his perspective and thereby increasing his capacity for happiness, the author insists upon the widest possible range of general education, the highest mission of which he justly sees in the generation of

enthusiasm, the enthusiastic belief in the value of whatever work may have been chosen. W. N. H.

**School Efficiency, A Constructive Study.** By Paul H. Hanus. World Book Company, Yonkers-on-Hudson, New York.

This volume presents in concise form the outcome of the well-known inquiry into the efficiency of the public schools of the City of New York in 1911-12. Prof. Hanus had charge of the Educational Aspects of the inquiry.

It is impossible here to present a full synopsis of this invaluable treatise which should be in the hands of every public school superintendent and board member of the land as a constant guide and reminder in their efforts to make the schools what they ought to be. In proof of this we present in condensed form the educational standards that guided the committee.

Public education, they declare, should train efficient citizens, men and women who recognize and appreciate the common spiritual hygienic, economic, and civic interests of our democratic society. It should strive to emancipate each pupil from external restraint and guidance, and render him self-directing—allsidedly stable, alert, vigorous, and active. It should endeavor to prepare each pupil to make the best use of his leisure as well as of his working hours. It should strive to render each pupil economically intelligent and efficient, directing each pupil to realize that a suitable vocation, accessible to him and adapted to him, is indispensable to a useful and happy life.

The judgment of the committee as to the conduct of the schools of New York City on the basis of these standards is, on the whole, unfavorable; and this unfavorable judgment probably applies to the majority of our greater school complexes. They find a spirit of formalism in subject-matter and method and disregard for adaptation to social and individual ends; that courses of study and syllabi emphasize the formal aspect of knowledge rather than its living elements, the relations to the resources and problems of contemporary life; that the work fails to develop habits of initiative, self-reliance, constructive imagination, judgment and reasoning on the part of the pupils; that supervision by principals and superintendents shows a lack of educational leadership.

Among the improvements suggested we note with pleasure the elimination of technical grammar and of English history as separate studies, thoroughgoing revision of nature-study and natural science, far-reaching restrictions and modifications in arithmetic, and, above all, greater flexibility and suitable differentiations in all courses in adjustment to local and individual needs, as well as throughout recognition of the principle that "the schools exist for the children, not for the system."

W. N. H.

**A Story Garden for Little Children.** By Maud Lindsay. With Introduction by Emilie Poulsson. Profusely Illustrated by F. Liley Young. Square, Svo Cloth. Price, Net, \$1.00; Postpaid, \$1.10

Equally suitable for home or school is this happily named, happily written "garden of stories" by an expert in the very difficult art of worthily interesting the little ones. It well deserves the warm commendation which

Miss Poulsson graciously accords it. There are twenty stories, in large, clear type, and each with a full-page picture and smaller decorative illustrations by an excellent artist, and every detail has been planned to delight the eye and mind of our little people and those who love them.

**The Tumbleman.** By Hy. Mayer. With verses by Charles Hanson Towne. Cloth, 26 pps. Price \$1.25 net. Published by D. Appleton & Company, New York.

A picture book in colors. The little folks will scream with delight over the laughable adventures of the Tumble Man. This funny little round fellow bounces into our world from his own and before he bounces out again upsets everything with which he comes in contact. There are twenty-four full-page colored pictures with verses to accompany each.

**Little Rob Robin.** By Carro Frances Warren. Cloth, 135 pps. Price not given. Published by David McKay, Philadelphia, Pa.

This beautiful book for children contains 14 interesting stories for the little folks, in large type, relating to robins, bobolinks, woodpeckers, whip-poor-wills, bobwhites, blue-birds, sparrows, and other inhabitants of birdland.

**The Irish Twins.** By Lucy F. Perkins. Cloth, 206 large pages, with many illustrations. Price \$1.00 net. Published by Houghton Mifflin Company, Boston, New York, and Chicago. The book tells in interesting story form for children the adventures of the Irish Twins and Granny Malone, teaching wholesome lessons in a way that can hardly fail to make right impressions upon the juvenile mind.

**Songs and Stories for the Little Ones.** By E. Gordon Browne. Cloth, 143 pages. Price 80c net, postpaid. Published by Houghton Mifflin Company, Boston, New York and Chicago.

This cleverly conceived little book will commend itself to kindergartners and teachers in first and second grades, since it supplies stories, songs, and a little play, every one of which makes an immediate appeal to the interest of little children. The very titles arouse curiosity—"The Dragon on Wheels," for example, "The House that Woke up," and "The Street that Led to Nowhere;" while in the telling there is so constant an invitation to "make believe" that the child enters heartily into the

spirit of the story. For simple dramatization the book provides excellent material. The melodies are simple and tuneful and children will take delight in singing them.

**The Princess and the Goblin.** Simplified by Elizabeth Lewis. Illuminated Cloth. 124 pps. Price 50c net. Size  $5\frac{1}{2} \times 7\frac{3}{4}$  inches. Published by J. B. Lippincott Company, Philadelphia, Penna.

This ever famous story by George McDonald is presented in this volume in a simplified form for very little children. The book contains several beautiful full page illustrations in color.

### UNSELFISH, LOVING LITTLE MONICA

Nine-year-old Monica is a second grade pupil in the Wood School, with a little crippled brother in the kindergarten.

Both are anæmic, poorly nourished, underfed children. In fact, of the 300 grade pupils in this school, a group of 112 in the first, second, third and fourth grades were found to be 1,015 pounds underweight on May 1st, and the medical inspector at the school asked that they be fed a nourishing cereal and milk lunch at each morning recess. The supervising principal was able to carry this out, and daily, during the following week, these 112 children sat at long tables and enjoyed their lunch.

They increased in weight too—that is all except Monica—as disclosed by the scales at the end of the first week. And for a reason—the pathos of which should go far to advance the cause of school lunches for poor children, in Philadelphia. Unobserved by those in attendance, each day this little girl had slipped quietly across the hall with her bowl of cereal and milk and fed it to her little brother in the kindergarten; returned as quietly, placed the empty bowl on the table in front of her, and waited for dismissal. Not a word—without asking for a second helping for herself, this little lady left the table hungry, but happy in the knowledge that Bobby had been fed. This would have continued, no doubt, had not the scales directed attention to the fact that Monica remained at 48 pounds, whereas the other children showed marked gain, and the child was closely watched without it being called to her attention. Then the truth came out, and both Bobby and Monica were fed. Are there not hundreds of Monicas and Bobbies?

### FREE WANT ADVS.

Any of our subscribers, who wish to secure positions, to obtain information, buy or sell Kindergarten material, buy or sell back numbers of this Magazine, or any Magazine, purchase or sell books, etc., can, until further notice, use this column entirely free of charge. No advertisement to run longer than two issues, or to contain more than 25 words.

WANTED—At 15 cents per copy, the Kindergarten Primary Magazine for February, 1910. Address Albert V. J. Vas, M. A., Assistant Inspector of Schools, Tanjors, Madras Presidency, India.

FOR SALE—Two Paradise of Childhood, quarter century edition, new, at \$1.00, half price. J. H. Shults, Manistee, Mich.

WANTED—Back number of the Kindergarten Magazine, for January, 1913. Address, Assistant Inspector of Schools, Eaujau District, Madras, India.

FOR SALE—The following Kindergarten books at 40 per cent discount: Folk Songs and Other Songs for Children, by Jane Whitehead, Net \$1.60. Song Echoes from Child Land, by Harriet Jenks, Net \$1.60. Kindergarten Chimes, by Kate Douglas Wiggin, Net 75 cents. J. H. Shults Co., Manistee, Mich.

SITUATION WANTED—Graduate of Grand Rapids Kindergarten Training School. Have done substitute work. Address J. H. S., 354 Third St., Manistee, Mich.

WANTED—Back numbers of the Kindergarten Magazine, beginning with September, 1896, and ending with June, 1897. Address, Mrs. Richard H. Wyman, 512 Lee St., Evanston, Ill.

WANTED—Back numbers of the Kindergarten Primary Magazine for June, 1909. Address, Assistant Inspector of Schools, Trichinopoly District, Madras, India.

FOR SALE—Five bound volumes of the Kindergarten Magazine, beginning with the first number. Address, Nora A. Smith, Hotel St. Albans, 351 West 28th St., New York City, N. Y.

FOR SALE—Complete file of Kindergarten Magazine, volume six to volume 25, inclusive. Address, Nora A. Smith, Hotel St. Albans, 351 West 28th St., New York City, N. Y.

WANTED—Back number of the Kindergarten Primary Magazine for January, 1913. Address Mary L. Millis, 518 Webster St., Traverse City, Mich.

WANTED—Back number of the Kindergarten Magazine for February, 1909. Will pay double price. Address, F. P. Baker Co., 4 and 5 Bond Court, Walbrook, London, England.

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# BOOKS FOR KINDERGARTEN AND PRIMARY TEACHERS--W<sup>U</sup>ERE TO SEND

THIS page is published for the benefit of our subscribers scattered over the U. S., many of them remote from stores where books relating to their work can be obtained. It will tell you where to send. Look it over each issue and it will keep you posted as to the latest books for Kindergarten and Primary Teachers.

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— PRIMARY —

## MAGAZINE



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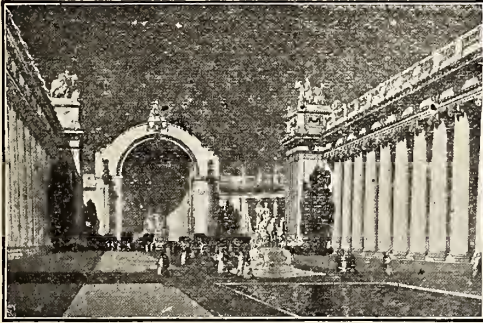
J. H. SHULTS. MANAGER.

FEBRUARY, 1914.

VOL. XXVI--No. 6

In accordance with our editorial announcement last month we hereby offer ten free one-

kindergartner or primary teacher in your work with the little children? Replies must contain not over



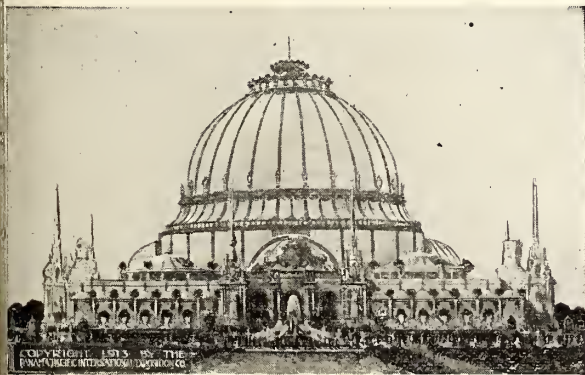
Half Dome in the Court of the Four Seasons or Great West court at the Panama-Pacific International Exposition,

In each of the four corners of this court, which is designed by Mr. Henry Bacon, creator of the Lincoln Memorial at Washington, there will be a great niche containing statuary typifying the four seasons, spring, summer, autumn and winter. Behind the columns of the colonnade encircling the court will be mural paintings expressive of the theme of the court and designed by Mr. Jules Guerin.



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TOWER AND CASCADE IN THE COURT OF ABUNDANCE



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HORTICULTURE PALACE

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year subscriptions to the Kindergarten-Primary Magazine to the first ten persons to mail us replies to the following question: In what way has The Kindergarten-Primary Magazine helped you most as a

100 words and be sent to us by mail. The date of mailing as shown by the postmark will determine priority. Act quickly if you want a free subscription.

## SUGGESTIONS ON THE PROGRAM FOR FEBRUARY.

By JENNY B. MERRILL, P.D. D.

It is interesting to note how many different circumstances arise to modify the program.

One rather trying one arises in February to many city kindergartners in promotion day.

Many kindergartners do not adapt themselves easily to this break in the middle of the school year as they have been taught in training schools to think only of a progressive yearly program.

However, kindergartners, of all teachers, I think, should readily adjust themselves and their programs to changes, for their work should at all times be largely individual. Little ones should be allowed to enter at any time, and if kindergartners desire to keep up with the times they must note that even in the higher grades promotions are being made even oftener than twice a year.

A young girl said to me recently, "I am in a rapid promotion class; do you know what that means?" "Yes," I answered, "I do."

It is very easy to become mechanical and also to become a little too theoretic in our kindergarten program.

February comes to arouse us, and make us recast and review September work for the sake of the little new-comers, while at the same time we do not neglect the older children who will remain a few months longer, or possibly another year.

I will include a few reports relating to promotion time to show how thoughtful kindergartners have introduced certain plans to prepare children for the new experiences to come in the grades, and also how they have welcomed the new-comers.

The controlling thought of the February program in many kindergartens is "Ideals."

All through the year we should be seeking to have the children form "ideals."

Ideals of punctuality, of cleanliness, if need be; ideals of kindness to each other; ideals of order, of cheerfulness, of obedience, of politeness and sociability. These ideals are set forth in songs and stories; in play and games and in industry.

But above all, children form ideals mainly thru imitation of those around them whom they love.

"I want to be like my mother." "I want to be like my father." "I want to be like you," looking up at teacher. Sometimes it is "I want to be like Eddie," or, "I want to be like grandpa."

Grouping together about a thousand answers of little children from four to six years of age, we find that we may safely agree that children's ideals are "*acquaintance ideals.*"

Now you are waiting for suggestions upon a program for February, waiting, perhaps, impatiently, and saying, "What has this to do with the program for February?" I answer, "Much, every way."

It is quite useless to hold up far-away heroes like Washington and Lincoln to little children. It is unpsychologic. They grasp nothing in reality tho they repeat well like parrots anything you tell them.

Shall we not then celebrate these birthdays of our great men in the kindergarten?

Yes, by sympathetic touch with what the child hears and sees, he may understand a very little, but details of historic interest are entirely beyond child grasp at kindergarten age, and what is worse, there is danger of dulling the edge of interest in later years by overdoing the matter now.

Primary teachers complain of this, and with cause.

Therefore I advise waving the flag, having new marches, two and two, four and four abreast, marching under arches made by flags touching, that there may be awakened a joy in the presence of the flag.

This joyful play may be the seed of a patriotic feeling, but do not expect or anticipate too much. Unripe fruit leaves a bitter taste.

Soldier caps, fringed epaulets, even badges, may be made and worn.

Children all love to "dress up" in any way. A drum, a trumpet, to appeal to the sense of hearing, a flag to appeal to sight, are all available and consistent. Pictures of Washington and Lincoln may well await another year. If they are used, let them be on the wall, draped with flags, or possibly the children's chains of red, white and blue.

"Washington was a very good man. This is his birthday," and the same of President Lincoln is all I approve.

Even the story of the cherry tree can afford to wait. The children are too young to appreciate the *point* of the story, and all the impression is of a *naughty boy*.

One little boy who heard the story said, "Washington was bad." Children do not generally deceive much until after they are seven years old. Then let the story wait.

The young child's natural truthfulness makes it seem natural that Washington should tell the truth. They do not appreciate the temptation to lie unless they have been accustomed to severity.

Again, Lincoln's face is angular and rugged, and does not appeal to a little child. "I think he is an ugly man," said a very bright little five-year old to me.

If you decide to present pictures, I advise "Washington on his horse," or "Washington and his mother," "Lincoln signing the emancipation proclamation," or, if possible, surrounded by colored children.

I do not mean to suggest that any explanation should be given of this great state paper, but "writing a letter" is familiar to the children, and one can say, "President Lincoln is writing a letter in the picture." This will divert attention from the face and if the children are unusually intelligent one might add, "the letter is about being kind to colored boys and girls. Mr. Lincoln was a very kind man, and he would be surprised to see a little white boy unkind to a colored boy."

But even this is of doubtful value, for in kindergartens white children show no difference in their treatment of colored children. Environment should determine whether this subject be mentioned. It might be a good seed dropped for future growth in certain neighborhoods where colored population is on the increase.

Valentines should be made by the children by all means. Simple lace-like cuttings in white tissue paper mounted upon a bright background, doves and flowers, hearts and spirals are all good patterns for valentines. The spiral "cage" which hides a pretty picture always appealed to me as a child, arousing as it does a little curiosity. To make it, a square is folded into triangles, eight double, cut alternately from the center until on opening the paper can be raised like a cage. Paste down the outer edges of the square, and possibly add a short, bright silk or worsted string to use in raising the cage. Doors that may be opened and closed over a dove or flowers, or a child's face, also give the thought of a happy, hidden secret.

It is pleasant to have at this time a valentine party for mothers. Some kindergartners have been successful in inducing each mother to try her skill in making a valentine. This is also done in training classes. Furnish flowers, birds, tissue paper, cardboard, scissors and paste and set all to work. A happy social hour will follow and parents will appreciate more fully their children's efforts. The children take great delight in pasting their valentines. This may be made a real experience, the class actually taking a walk with the kindergartner for the purpose of mailing the valentines. In some cases this has led to the song of the postman, and conversations about how the postman is a city helper.

Other city helpers are often considered during this month, especially the fireman who is so brave and helps protect us from fire. (See reports below.)

In reading over several hundred reports from as many kindergartners I have been particularly pleased to find "Nature" so prominent in this winter month. But February in its last days is truly a harbinger of spring. I trust to these interesting reports to persuade all kindergartners not to neglect nature. At least all will gather a few winter buds for indoor development.

Children even in January begin to rejoice in the longer days. Speak of this again and observe the sun and shadows. Sometimes the maple camp is ready in February. March is such a full month that it may be well to tell the maple sugar story in February's last days.

I have seen a maple sugar camp well laid out in the sand tray. If possible have a maple sugar party for the children with at least one taste of a maple sugar cake. Let the children draw around their little tin patty pan to get a circle, and then draw scallops to represent the familiar little cakes. Let them also cut out of paper fancy cakes. Sometimes the second gift is used to represent the boiling place. The ball may be suspended for the kettle and the cylinder may be the barrel that holds the sap. The cube may be the house near by or a larger house may be built of another gift. The children love to make a make-believe fire of red sticks and paper under the ball.

I have not mentioned "The Knights" so frequently made the basis of work in February as I think they are heroes belonging to later work. However, as good men interested in good children, they may serve a useful purpose, although in our modern life they seem

strangely out of place. Froebel found them in the environment and so naturally used them for his purpose. The galloping horses may be introduced for a few years more, but I fear the autos will soon make them as obsolete and unfamiliar as the knights!

Make yourself a worthy ideal. Be patient, gentle, quietly dignified, yet firm and strong, and your little ones will not need distant ideals of this age. Later on they will.

#### REPORTS OF WORK THAT HAS BEEN DONE.

0. The visit to the 1A class resolved itself into a triumphal procession of the promoted. On Valentines' day we sent valentines to the children who had been promoted. E. B.

1. General Subjects for February:

First Week—Cleanliness—hands, face, nails, etc., handkerchief. (For benefit of new class.)

Free stories of home-life.

The shoemaker—his work and usefulness; his tools. Second Week—Salutations—in the home, kindergarten and in the street—for boys and for girls.

Abraham Lincoln—great men, good men, helpers of the people.

Third Week—Another good man (helper and leader of the people—George Washington.

The flag—what it means—colors of the flag—meaning of each color, "Red, white and blue, strong, pure and true."

Fourth Week—Civil helpers named and their work discussed: (policeman, fireman, postman). Colors of uniforms.

Fireman's tools.

M. H.

2. a. The Home. Family Relationships.

(Many new children.)

b. The community and the state.

Preparation for citizenship.

c. The postman.

d. The policeman.

e. The soldier.

Celebration of St. Valentine's Day, Lincoln's and Washington's birthdays. G. E. K.

3. There are several firemen living near the school—also a small fire-engine house. This topic was enthusiastically developed by the children. They helped with suggestions to construct a crude fire engine. Once the kindergarten visited the fire engine house and the officer in charge rang the gong to show how the horses obey. We had one other walk during February—observed trees, clouds, geese, etc. I. R.

4. The first week we talked about the shoemaker; the second week about Lincoln, valentines, postman, mail bags, letter boxes; the third week about brave firemen, brave soldiers, brave children, Washington's birthday; the fourth week about the blacksmith. The children celebrated the holidays by singing patriotic songs and marches, made red, white and blue chains, badges, flags. I always have two groups. The children from last term are of course doing very different work from the new ones.

5. The central object of interest this month has been

a scene in the sand box—a military camp, on a bluff overlooking the sea, with fort, flag, tents and soldiers.

On the eleventh of February I asked the children: "Do you know what holiday it is tomorrow?" One little girl replied: "Yes, it is Lincoln's birthday." The reply to the question last year, "Who can tell me what holiday it is tomorrow?" was "Lincoln's birthday."

S. E.

#### 6. Walks.

Twice during February I took my class visiting. Once to the blacksmith shop and once to the fireman. At the engine house the fireman entertained the children by having a drill, letting the children ring bells, pet the horses, etc.

S. E. M.

7. The children of our kindergarten went for a walk to Tompkin's Square Park. It was an ideal day and we all enjoyed the morning very much. We had a party in the summer house, of peanuts and crackers, and the children are anxious to go again.

A. N.

8. The children have been much interested in the horses during the winter. A trip to the blacksmith's shop was enjoyed very much. A carpenter working around the school was a source of pleasure and profit to the little ones.

E. S.

9. During February, we took advantage of a pleasant day for a walk to the blacksmith's. Seeing the blacksmith at work helped greatly, when we dramatized the song. The children were most original and enthusiastic, one child suggesting the use of red paper for flames—in the forge.

M. B.

#### Gifts and Occupations.

10. One day last month we took a walk to the blacksmith shop and when we came back the children made a shop out of a box, with a forge made of blocks, a clay anvil, hammer and horseshoes and a little toy horse. Even when we began talking of something else the children did not want to put the shop away.

V. H. Z.

11. The children enjoyed making the chart "for Miss M." One little boy said "she ought to like it." We hope she will.

Before Washington's birthday we walked over to the Arch and the children found so many "pictures" on it.

Since then they have been busy building arches. The children are always wanting blocks this year. I think it is because they are allowed more freedom. They like to build together.

L. E. G.

12. The children have been much interested in the firemen this month. The song and game of Firemen are both great favorites and are called for every day. We made paper models of the engine and hook and ladder. The children also made a model of our block—the houses, stores, etc., and fastened all together in proper order.

13. The children enjoy group work very much. They delight in making trains as long as possible and work together with very little friction.

14. I have been trying a good deal of group work with my children and find it works very well indeed. About ten children get on the floor (the floor is clean and smooth). I give them the three large boxes of blocks including the half spheres, rectangular and tri-

angular blocks. Five children form one group. So far they have built, without direction, houses, schools, churches, police stations, hospitals, push carts and any number of forms.

The children have good rich milk and crackers in the middle of the morning now.

A. A. Ash.

15. Last month we made the sand table the center of interest. The children built a fort with the large fifth gift blocks, made paper tents, and cut out soldiers to complete the picture. Some children brought home toys to the kindergarten to be placed with the things already in the sand table.

16. The children have had a great deal of pleasure with a doll's house the boys in the shop made for us. They have built a piano with the 6th, a chair with the 5th and a bed with the 3rd and 4th gifts. A weaving mat covers the kitchen floor—and a little sled has been made for the small dolls to play with—and still many more objects are planned to furnish it.

17. The red, white and blue decorations of our room—added to the day.

18. During February in connection with our talk of the carpenter the children cut tools and boards, long, short, half as long, etc.

Free cutting of valentines within a square.

Blacksmith's tools and horseshoes

Shoemaker's tools and shoes. Measured and then cut soles of shoes.

Shoemaker's bench, stool and counter.

Free cutting of snow balls.

Plates for our party.

19. During the month of February the children took great interest in the growing camp scene we had in the sand table. The children mounted the soldiers on the stands, folded the tents, built the forts, cut the flags and planned the whole scene themselves with great pleasure.

20. On Lincoln's birthday the children made red, white and blue frames and pasted his picture in the middle. We have a little log cabin in kindergarten and the children seemed delighted at the thought that Lincoln lived in a house like that when he was a little boy. For Washington's birthday the children enjoyed marching with their cocked hats and flags that they had made. St. Valentine's day we all made valentines for some one in kindergarten or at home and had great fun having the postman deliver them.

So far we have not been able to visit the blacksmith or shoemaker, but some of the children remember our visits of last year and enjoy talking about them.

21. One of the things which gave the children great pleasure this month was cutting the branches off the Christmas tree and making a flag-pole of it, thus bringing back Christmas, also the carpenter, and connecting both with the soldier.

L. C.

22. The free cutting has been satisfactory. The class was divided in two groups most of the time. The new (admissions) and those left over from last term. Cutting spirals with older section was successful and horseshoes made the last week of February were exceptionally good. The younger ones enjoyed the work, too.

Fully 75% of the children do not use scissors at home and have no idea how to hold them. A. B.

23. The central object of interest this month has been a soap box which stands on the window sill—and which has been alternately transformed into a shoemaker's shop, blacksmith's shop, fire house and soldiers' barracks. The children love it, and go in groups to look at it and talk about it every day. I think it gives them a better grasp of the subject taken up when they can see it on a small scale and at close range. H.G.

#### Nature, Animals, Plants, Etc.

24. Some dogs help teach us to be brave. Lately we have been much interested in dogs. A splendid collie and her three months' old puppy have come to the house and one or both of them make us a daily visit. And now, another dog, here, has five babies, whose eyes are not open yet. The children greatly enjoy all. L. G.

25. The children have been interested in a small family of kittens. We first saw them when quite tiny. Last month our sand tray was refilled and it has occupied a good deal of our attention. We have had a great deal of free play in it. Also some stories illustrated. M. M.

26. At present we are very much interested in papering and furnishing a doll's house that the older boys have made for us.

The goldfish and tadpoles always receive a great deal of attention. M. E. P.

27. I have in my room a few picture borders of animal and child life which I put up and take down daily. These add a great deal to the children's pleasure in the kindergarten. A Boston fern and some pussie willows and now and then some flowers help to grace the window. E. M.

28. Our Central Object of Interest was: Watching development of some plants which were nearly dead after the holidays. Since then they have revived and some are full of leaves.

The children enjoyed the icicles on the roof opposite, noting various sizes on different days. Other days watching the shadow of the flag on building opposite. Our "subjects" were mainly based on "trades and helpers." A. B.

29. One snowy day a number of children stayed home. For those who came I had a soap-bubble party. The children enjoyed it very much and told the other children about it. The next snowy day I noticed fewer children stayed home. A. H.

30. We are going to plant some nasturtiums so that we will have them early. The children at present are watching some flaxseed sprouting.

We hope to take a walk soon, especially to notice trees near our school. C. H.

31. The bulbs which we started last October are giving us much pleasure now by their constant flowering. Have had crocus, hyacinths, daffodills and narcissus and Chinese lilies. G. W.

32. The chief object of interest in our room is a

ribbon plant which has kept green all during the winter in spite of lack of sunshine in the room.

We also had some ferns from early fall, which are just beginning to grow now.

33. We have been intensely interested in an *Hypatica* plant, which I found at Christmas time and which has been covered with blossoms ever since I brought it into the kindergarten. As we have a hard time getting anything to grow during the winter, this has been a constant delight. We have some hyacinths also which we hope to see blossoming very soon.

34. The children call for the color bird every afternoon when the sunbeams stream through our windows at three o'clock. They talk to it as if it were some living creature. Pussy-willows and tulips are also of great interest. They were allowed to smell the fragrant flowers. B. R.

35. During the last week of February we have had the children for a walk to Riverside Park. On our way we made a special point to look for cocoons. We found two and brought them to the kindergartens. The next morning I had the children illustrate their walk. Many of them drew the cocoon on the branch.

We have been very fortunate during the month to have fresh cut flowers in the room, which added to happiness of the children. They afforded us good material for talks and lessons in color. Several children asked to draw the flowers. C. R.

36. Central object of interest. A beautiful brown moth which came out of one of our cocoons. M. M.

37. During the month of February our central object of interest was our little garden. Early in the month the children watched the process of its manufacture, the bottom consisting of wooden trays nailed together, the top, a glass cover made to fit by the janitor. This completed, we put up wire railings to separate our flower beds from the lawn. At last on February 16th, we were ready to put in the earth and sow our seeds. Our little garden is in the center of our ring daily and receives the tender care of the children who watch with great interest the awakening of life. B. M.

38. We obtained a horse chestnut twig from men trimming trees in park and the children were very much interested in watching the buds unfold and delighted to find a flower bud in each cluster of leaves. These twigs have formed our object of interest for the past month. D. B.

39. The children have taken great pleasure in watching the growth of a Chinese lily from the bulb. It sent up two clusters of buds but they did not open. The little folk said it was the fault of Jack Frost, but I think perhaps I did not know how to treat it. We will try again next year. M. W.

40. The children are to have home gardens and we shall have window boxes and secure garden room near by if possible, where the plants will be protected. I am refreshing my own interest in gardening by reading "The Soul of the Flower," in Miss Blow's "Letters to a Mother," and shall re-read Grant Allen's books, "The Pedigree of the Daisy" and "How Plants Came to Be." Also "The Queen of the Air," by Ruskin.

And I was "brought up" on a farm where trees and

flowers and animals were my only companions, so I recall my own love of plant-life, which helps me to interpret the child's joy in "growing things."

#### Games.

41. A central point of interest during the month of February was the flag-pole (made from our Christmas tree) with the flag hoisted upon it. After our several soldier games we very simply saluted the flag. The children enjoyed this earnest tribute to the flag of their country. H. V.

42. Games from neighborhood. When the trolley cars began to run on Chrystie St. in December, we originated a game—trolley car. We also play blacksmith—taken from the blacksmith shop across the way—and "The Letterman" or Postman, 'taken up in connection with Valentine's Day. It is a great favorite especially among the whistling members of the class. E. S. N.

43. We have developed the game of "the postman." One child knows how to whistle like the postman and is allowed to introduce that sound just at the moment when the postman arrives at a house (made by children holding hands in a ring). The letters are picture postals illustrating household duties and the children enjoy running to their neighbor's house to see the postal left there by the postman.

A sound game, also, we have played. I make the sound of some animal or bird and the children guess its name. For illustration, by my tone of voice when I say "bow-wow!" they will tell whether it is a little dog or a big dog. Likewise with sheep and lambs. B. R.

44. The postman was the most popular person this month. The song, his bag and his whistle being the attractions, we played and sang about him by request several times. M. P.

45. There were a few children in the kindergarten who could not skip but tried to learn. Louis Colla, however, could not master it and could only run around like a little pony instead of skipping. Some of the children laughed at him and he was always ashamed to try again. The other day he asked to be allowed to skip, and I was very much surprised to find he could. He would not tell how he had learned. E. S.

46. We enjoy so much the game that you showed us, of the animals going into the ark. We play we are carpenters at the same time and build a large ark. A. O.

47. While visiting schools in Manhattan, I saw a very simple little play and have since taught it to our kindergarten children, who are very fond of it. Choose a child to place a bean bag on his head and see if he can run around the circle three times without dropping it off. Italian children are very fond of this because they think they are imitating their mothers carrying bundles on their head. B. S.

48. This year several children have brought jumping ropes and although very few knew how to jump it was interesting for them to try and it influenced the others to imitate. The tops were more numerous this year also but this proved harder for all to spin. E. L.

49. My nephew sent one of his toys, a large store, to the kindergarten children. Each morning, before 9,

they play with it. One acts as storekeeper and the rest come to buy. Another object of interest was a camp in the sand box. There were about 30 tents with soldiers, captains, drummer boys standing there. Several children bought flags for Washington's birthday and on the 23rd brought them to put in the sand box. E. S.

50. We have not found it possible to pay any visits to any 1A class, although I feel that we do keep in touch with the next grade. One of the 1A teachers, Miss Woods, has taken a very kind interest in us, and she very often stops in to listen to a song or to see the children work. The children look forward to her visits and are always anxious to tell her what we have been talking about. Occasionally we allow some of the children who have been promoted to 1A to pay us a short visit after 3 p. m. to show us their good tickets and to tell us what they have been learning.—I. W.

51. One afternoon we paid visits to two 1A classes;—in the first, the teacher gave an arithmetic lesson and the kindergarten children seemed interested and a little awed by the formality. In the next classroom, the 1A children sang for us; the little kindergarten children then sang one of their songs, and then found courage to recite some of their Mother Goose jingles. M. H.

52. Promotion day I went with the children to the First Grade, gave their names to the teacher and remained in the room for a short time, so that they would feel more at home.

Most of the children knew the teacher personally and I think that they had no fear of their new surroundings. M. E. L.

55. We made a visit to 1A this month in honor of the soldier birthdays and then invited the 1A children back to the kindergarten. We all joined in celebrating the day by marching and patriotic games. We gave the 1A children badges to remind them of the object of their visit. M. R.

#### Preparatory Visits to 1A Class Before Promotion.

54. Did not find it practicable to visit the 1A classes in their rooms but the kindergarten children met them and their teachers occasionally in the yard at recess and formed a smiling acquaintance so that they felt quite at home when promoted. S. E.

55. The children who were to be promoted were sent on errands at various times to the teacher and room that was to be theirs. They often had time to watch 1A children at their games and to listen to them sing. S. Q.

56. As an introduction to 1A work we changed our tables from the square form to rows. We pretended we were writing words and reading stories in our folded books.

During recess, we marched through the hall and visited the 1A class rooms. M. E. P.

57. A few days before promotion our kindergarten children were taken to the five 1A classes for a little round of visits. We had arranged for our coming and in each room a different lesson was in progress. Number work (oral and written), reading from B. B., reading from books, etc. We were all much impressed and wanted to visit again the next day. L. B. F.



## PROGRAM SUGGESTIONS BY WEEKS.

## FEBRUARY.

**Subject-Matter—**

Municipal helpers—all who make and keep our town clean and orderly and safe.

The postman—

St. Valentine's Day.

Birthdays of Lincoln and Washington.

Soldiers or knights.

**Gifts—Building—**

Second, third, fourth, fifth, seventh, eighth—

Public buildings and conveyances.

Forts and castles.

**Occupations—**

Drawing and painting—

The flag.

Practice marches.

Valentines.

Cutting and pasting—

The flag.

Badges and Valentines.

Red, white and blue chains.

Fringing epaulettes.

Folding—

Soldier caps, letters, valentines, envelopes.

Sewing—

Making dusters and holders.

Weaving—

Mats for floors of playhouse.

Sand—

Free play.

Soldier camp. Parades.

**Songs—**

Rockaby, baby, the moon is a cradle, (Song Echoes from Child Land), Jenks and Rust.

There are many flags in many lands.

The Bird's Valentine. (Manuscript from Miss Mills).

Three cheers for the red, white and blue.

America.

**Games—**

(Songs and Games for Little Ones), Jenks.

The Postman (Kindergarten Magazine).

The Knights and the Good Child, (Songs of the Mother Play) Blow.

Soldier Boy, (Old and New Singing Games) Hofcr.

**Stories—**

How Cedric Became a Knight, (For the Children's Hour), Bailey and Lewis.

The Little Gray Pony.

Sweet Voice and Fleet Wings.

The Search for a Good Child, (Mother Stories), Lindsay.

The White Dove, (More Mother Stories), Lindsay.

Stories of brave dogs as St. Bernard, Newfoundland.

**Rhythms—**

Tiptoe march, "Brownies."

Waving flags.

Bugle calls.

Soldier drills and commands.

## STANDARDS.

In the Park Avenue Methodist Episcopal Church, N. Y. C., a series of lectures is being given on Sunday mornings at ten o'clock by leading lawyers, judges, physicians, editors and other university men.

It is part of an important movement to bring our best thinkers in touch with the people at an hour when they are free to attend.

Dr. Nicholas Murray Butler, the president of Columbia University, recently spoke in this court, choosing as his subject, "Standards."

Dr. Butler spoke of the general interest we all feel in the uplift of the community.

We are apt to think that some society, some committee, perhaps the board of aldermen, the state legislature or even congress should bring about this or that improvement. It is more difficult to realize that it is individual uplift, the improvement of each member of society from within that will finally uplift the community.

Men have long realized that the spirit cannot be coerced. The body may be imprisoned, tortured, coerced, but the spirit must coerce, must uplift itself from within.

To do this men must have standards.

Have you ever thought, asked Dr. Butler, for he was speaking informally, how carefully the government protects its standards of weight and of measurements? Stored away at Washington and in other capitals of other lands, protected in glass, protected from heat and cold and dust, are the standard weights and measures. When you buy a yard of cloth, you get about a yard; when you buy a pound of sugar, you get about a pound; it may be a few grains more or a few less, but the government must have an exact standard.

Standards of thought and of conduct are of vaster import. I ask you to consider three standards which affect character.

First, I will speak of *standards of speech*. What are our ideals? Speech betrayeth us. Have you listened to school boys' speech in the schoolroom, and then following them to the street, have you listened again?

There may be in the one case, the most exact, even punctilious choice of words, while in the other case, carelessness, vulgarity if not worse.

In the second case the individual shows himself from within; he shows his associations. Later, he may show what he reads in his speech.

Dr. Butler spoke of the low standards set by many of our daily newspapers. Words distorted, inaccuracies, exaggerations of speech meet us in glaring headlines. It is difficult to keep to our ideals of accurate and well-tempered speech.

The second topic presented was *standards of manners*. "Manners make the man," is the old saying. Manners may be drilled upon the exterior, but true manners come from within and show kindness, grace, courtesy. Like our speech, our manners betray us and our associations.

The third topic was standards of tasks and appreciation. These are more subtle standards, and even more surely do they show our individual culture.

There are two kinds of judgments, simple judgments of fact, as "Today is Sunday," "This is red, it is not blue," "This is hot, it is not cold." Then there are higher *judgments of worth*, as "This is *better* than that." It is these judgments of worth, of value, of appreciation that show what our personal standards are.

There is a great opportunity in our great city to cultivate our tastes. For example, in no way has this country advanced more than in its standards of architecture. We may see upon our streets, even as the ancient Greeks and Romans did, wonderful buildings, buildings in which beauty has been enshrined, public buildings, libraries, museums, homes. Study them, enjoy them, use them as a very valuable means of raising your standards of appreciation.

Not many of us can choose our occupations. Too often we must do what falls in our way, but we exercise our taste, we show our standards of worth in our leisure moments. If a week's vacation comes to us, do our tastes lead us to spend it healthfully while at the same time we are enjoying the holiday?

Do our tastes lead us upward in our leisure time?

The uplift of the community is wholly dependent upon the uplift of the individual.

Cultivate high ideals of *specch*, of *manners*, of *values* in yourself.

"These speakers tender their services freely," says Dr. Jamieson, the pastor, "in the hope of interesting men and women who in turn may give their services to the uplift of humanity."

Other subjects that have already been presented in this most interesting series are:

"Our Courts a Factor in Social Service," by Judge Warren W. Foster.

"Wall Street and the New York Stock Exchange," by Henry Clews, LL. D.

"Welfare Work in the Iron, Steel and Allied Industries," by Thomas Darlington, M. D.

There will follow addresses by the editor of the Evening Post and the N. Y. Times, by the general manager of the Associated Press, by the president of the National City Bank, by District Attorneys Whitman and others.

### STUDYING THE KINDERGARTEN.

The kindergarten—its place in the educational system, its social value to the community, and its future development—is the subject of special study by a newly organized division of the United States Bureau of Education. The new division which is made possible by a co-operative arrangement between the National Kindergarten Association and the Government, is directed by Miss Bessie Locke, secretary of the Association, with headquarters in New York City, and Miss Myra Winchester, who has been placed in charge of the work in the Bureau.

The first published work of the division, which will be ready in a few weeks, is a report on present kindergarten conditions in the United States. The report will include statistics of public and private kindergartens for the past year; opinions of school superintendents, supervisors and primary teachers as to the ad-

vantage possessed by the kindergarten-trained child over the child without such training; and other material dealing with current school problems as affected by the kindergarten.

Most of the opinions so far received by the division show an overwhelming sentiment in favor of kindergarten training for all public school children. There are occasional adverse criticisms, but they are surprisingly few. In the published report representative views opposed to the kindergarten will be given, as well as those favorable. Particular attention will be paid to the Montessori work and its relation to the kindergarten.

### THE BUILDING OF COUNTRY LIFE.

By WALTER H. PAGE, Ambassador to Great Britain.

EXCERPT FROM ADDRESS

The largest problem that faces American civilization today is the building up of country life. No matter what attitude some of us may have toward the tasks the United States bears, we are obliged to come to this. We have just passed through a period of organization of the machinery of the modern world, making the city and the railroad, but the country has been left out. Now we must build it up. We all know that in the coming centuries, as in the past, the character and the vision of American life will come from the soil.

In our early days the characteristic of the people of the United States was individualism. Great as this was for the cause of democracy, it rested upon a false economic basis. A man's home cannot be his castle, for he is mutually linked as his brother's keeper, whether he will or no. A larger vision and a larger liberty and a larger opportunity have come upon us as the task for our working hours. We must organize the country.

### GRAND RAPIDS, MICHIGAN.

The Grand Rapids Kindergarten Training School issued a very interesting Christmas greeting, containing among other things this quotation by Lucretia Willard Treat, who prior to her decease was principal of this school:

"The little child, like the artist, the poet, the seer, can see and hear and 'feel the Divine in every clod and flower', in every loving act and word, in all he does and says, and so becomes God-like—like God."

This school has also issued a very neat program giving their school course for the ensuing year, which is a most excellent one. The winter term began January 6th and will end May 29th, to be followed July 1st by the summer term, closing August 23rd.

In New Zealand all males are obliged to do military drill from 14 to 21 years of age, and schools are required to withhold scholarship grants from any student who cannot prove that he has complied with the provision of drill. Much opposition has developed, especially among school men, according to the American Peace Society.

In Wisconsin 72 towns have entered a State-wide social-center organization.

## PLAYS FOR SENSE PERCEPTION.

MRS. J. W. CHURCH, Coronado Beach, Calif.

"To Master John, the English maid  
A hornbook gives of gingerbread;  
And, that the child may learn the better,  
As he can name he eats each letter;  
Proceeding thus with vast delight  
He spells and gnaws from left to right."  
Prior 1718.

We have been told so often and so persistently about the value of sense-training, that we can only wonder with what new element or from what new point of view Dr. Montessori has introduced this old truth that has made us—parent and teacher—suddenly sit up and take notice. Dating from the time of the old Roman masters, with their following of students, we find the most successful instructors have voiced the need of the development of these powers. Pestalozzi emphasized it, Froebel built on it, Susan Blow reiterated it, but it remained for a woman and a physician of Italy to so vitalize the subject that there has sprung up an instant response.

An English physician, further corroborating the theory, has given us the startling results of a medical investigation in a report which states that, though the normal child is born with one hundred per cent of his powers capable of development, either through lack of training or misdirected efforts, the average adult reaches manhood using only fifteen to twenty per cent of his brain cells.

"Many instincts," says Prof. James in Vol. II of his *Psychology*, "are transient. If, during the period of activity of any instinct, the environment is favorable for its manifestation, a habit is formed which survives after the instinct has faded away. . . . The natural conclusion to draw from this transiency of instincts is that most instincts are implanted for the sake of giving rise to habits, and that, this purpose once accomplished, the instincts themselves, as such, have no *raison d'être* in the physical economy and consequently fade away." And again, "In all pedagogy the great thing is to strike while the iron is hot, and to seize the wave of the pupil's interest in each successive subject before its ebb has come."

The play instincts of childhood have thus the important office of giving rise to habits, permanent interests and physical development. From the time of the Greek lads with their running, leaping, discus-throwing to Froebel's period, no definite system of play seems to have been used, though its value in education was recognized by such teachers as Rabelais, Fenelon, Montaigne and Richter.

Of late years plays, considered from the biological and evolutionary point of view, have been advocated; it being generally accepted that the child in his development epitomizes the development of the race and that such development passes from controlled movements to, first, development of the body, next the limbs and thence to the more skillful co-operation of hands and fingers. The especial characteristics of the games recommended for use during the first period of devel-

opment, including the years from birth to the entrance into school, are those which develop the senses, bodily control and mental and spiritual growth. There is already a wealth of material in this direction, but a few suggestions may be helpful to the seeker to whom the field is new. I am not including in the list, games or exercises with the Didactic Materials, instruction for which is given in Dr. Montessori's own book, but such games as may be correlated with these and also may be used in the school or home where the Montessori methods are not employed.

The first plays of infancy are those that include the free movements of the body, kicking, rolling, tossing, the handling of objects and simple experiments with the sense of sight, hearing, taste, smell and touch. By the time the child is ready for a Montessori class she will enjoy, profitably, the games which group themselves under the five divisions of sense-games. There is always free play with toys and books, the beloved sandpile, the garden-plot or window-box, doll play and finger exercises. Among the last named may be mentioned as favorites *The Merry Little Men*.<sup>\*</sup> All for Baby, *The Lambs*, *The Pigs*, *Making Bread*, *Making Butter*, *Mrs. Pussy's Dinner*, *The Counting Lesson* and *Santa Claus*.

The children love such imitative play as store, train, Indians, school, circus and dolls and will engage joyously in simple dramatization of Mother Goose songs and the more familiar folk and fairy tales.

The knowledge that he is the possessor of five senses may now be called to the child's attention and the function of each becomes of immediate interest to him. Visualization of the senses, a game in which the children represent each of the five senses is useful. Angela Keyes has written a *Masque of the Senses* that may be simplified for the little ones.†

Under occupations for training the sense of sight come exercises in sorting; stones, seeds, nails, leaves or shells according to size, color or kind. Nests of boxes, of dolls and of eggs can be found at any Japanese shop. The game of having the children close their eyes while one of their number disappears is played to the song,

"When we are playing together, we are happy and glad,  
We don't care for the weather and we never grow sad;  
One of us has disappeared, you shall guess which one  
it is,  
And shall heartily be cheered, if your guess is not  
amiss.‡

Exercises in matching and shading colors are combined with free hand work with the crayolas. Observation of details may be encouraged by the presentation of a picture for a few minutes after which it is withdrawn and the children tell all they have seen in the picture. The Japanese teach drawing by this memory system. Their method is particularly suggestive. For example, they bring a teacup into the class-room, hold it up that all may see, then withdraw it, leaving the children to reproduce it in clay or on paper. On the second day a cup on which there is a faint design is

<sup>\*</sup>Finger Plays by Emilie Poulsson.

†Merry Songs and Games by Charles Hubbard.

shown but no mention is made of it and no correction of the drawing from which it is missing. Gradually the pupil by this process of auto-education, begins to observe more closely for himself.

Nature stories are especially adapted for training the eyes of the little ones to explore more and more deeply into the world unfolding about them. Stories of familiar objects such as Robert Louis Stevenson's Lamplighter, Kingley's The Dragon Fly and the Lost Doll are good.

For rendering more keen the sense of smell, games of sorting flowers, blindfolded, or distinguishing perfumes and associating them with the flower from which they are made are suggested. Another game, likewise of Japanese origin, is played by lighting incense sticks which are then concealed about the room to be tracked by the sense of smell. The kindergarten song "Smelling" and stories such as Anderson's The Snail and the Rose, Miss Muloch Violets and Angela Keyes' Fragrant Tulip Bed<sup>‡</sup> can be used in connection with such games.

Sampling of fruits and of fruit syrups, of food at the daily meal with stories about them, lead the child to discrimination in the sense of taste. The story of the protection afforded by the tongue in discarding unclean or unfit food affords an excellent lesson. Andersen's story of the Live Potato and the dramatization of the little Goldy Locks in the kitchen of the Three Bears may be used.

Games in which imitation of sound is employed are adapted to quicken the sense of hearing. The children are told to play they are trees, their arms swaying like the limbs in the wind, their voices imitating the different sounds of the wind. Again they may be clocks or watches, bees, waves upon the shore, steam-engines. They imitate the big belfry bell and the little desk bell, the sound of the sawmill and the whirr made by the wheel of the scissors grinder. A suggestive course of training in sense-pitch is given by Alys E. Bentley in her Tone Plays for Children, followed by the charming Song Series by the same author. A child hides and is tracked by his bird-calls. Blind Man's Bluff is in line with this training and a game in which all but one child, the leader, being blindfolded, the latter touches one of the children telling him to imitate a rooster, a turkey, or a cat, others to guess who has made the sound by the voice. The children with this love Andersen's The Nightingale and Stevenson's Windy Nights.

Dr. Montessori lays especially stress upon the development of the sense of touch and a recent scientist, interested in educational problems advocating sense-training through manual lines, has given the following table: We remember two-tenths of what we hear, five-tenths of what we see, seven-tenths of what we touch and nine-tenths of what we do. A child instinctively desires to finger objects. It aids him in establishing his own connection with the material world.

In my own class, I found the "Mystery Man" a particularly happy and enjoyable game. The children are seated in a circle, their eyes closed, and the director,

<sup>‡</sup>The Five Senses by Angela Keyes.

or one of the children, representing the mystery man goes around singing,

"Here comes the Mystery Man,  
Here comes the Mystery Man,  
Here comes the Mystery Man,  
He's coming to you now."

The children put their hands behind them and into them the mystery man puts first, say, a piece of cloth from the little chests containing the stuffs or from the home rag-bag. The children are then permitted to open their eyes, but, without looking at the object in their hand, they name it, crying gleefully, "Mine is silk," "mine's velvet," etc. Or again the number-sticks may be used, the children telling how many have been put into their hands. This exercise is especially interesting when played with the wooden insets. The little fingers trace the outline of the inset and the children announce proudly that they have a circle, a square, a triangle or a polygon.

The game of Milkmaid in which a book, balanced on the head, represents the pail of milk and exercises in running on a crack in the floor or of following the line of a chalked oval, carrying a well-filled glass of water or the tower of blocks, all give poise in movement and bodily control. Hans Andersen's story of the Flax, the story of Sleeping Beauty, the Elves and the Shoemaker and Little Brown Hands come in the list of stories that are suggestive of the development in the sense of touch.

These simple examples of sense games have by no means exhausted their possibilities. On the contrary, I offer them merely as devices that may suggest activities to be correlated with the daily work and the spontaneous play of little children.

#### Holding to the Letter and Losing the Spirit in Education.

ADELAIDE BAYLER  
EXCERPT FROM ADDRESS

"Our tendency in our teaching is to hold too close to the letter of things and lose sight of the spirit and the letter killeth."

"There is more to the perfect teacher than a scholarship, training and personality; there must be ability to augment life, and to have this ability the teacher must know something of life and of the spirit back of the letter," said Miss Baylor. "But when the spirit has burst the bonds of that letter we still cling to the letter tenaciously. We need to get the spirit of things that are changing constantly if we are to augment the lives of the children. This age does not call for the optimist and it does not call for the pessimist, it calls for the ameliorist, the agent which shall improve conditions."

As a result of a vigorous corn campaign waged by the Philippine bureau of education at Manila, there has been a decided increase in the production of corn, and a large decrease in the use of rice, formerly the chief article of diet in the archipelago.

Detroit has appropriated \$8,000 for school dental inspection and clinics in 1913-14.

## THE KNIGHTS AND THE GOOD CHILD.

BERTHA JOHNSTON

(See Mother Play Picture)

(Motto for the mother.)

A presentiment is latent in the child  
That he liveth not to himself alone;  
Therefore, see that he listens to the judgment of others,  
Though then, oh mother! it behooves you to be watch-  
ful.

The child enters upon a new stage,  
When he hearkens to the true inner call;  
Have a care now, for your dear, pure little one,  
That a false glory does not early confuse and mislead  
him;

That he does not rely upon appearances,  
But earnestly endeavors to attain real excellence.

## The Knights and the Good Child.

(A free rendering for grade teachers.)

While the mother sings the little song that accom-  
panies this finger play, the child is supposed to be  
resting upon the mother's lap as she imitates with the  
fingers of her right hand the galloping of a horse, now  
approaching, and now retiring. The little play is used  
with the definite purpose of educating the child's feel-  
ings, character and will.

Froebel suggests that the knight, the horseman, rep-  
resents to the child, free self-determination, and also  
the mastery of Nature's strange, rude, independent,  
and all but intractable forces. It is for this reason that  
the knight, the mounted soldier, so early enchains the  
attention of both boy and girl, as an heroic ideal.

Since we naturally crave the good opinion of those  
whom we admire, the mother and teacher can use this  
instinct to good purpose in the little play here sug-  
gested. The child is assumed to have reached that  
stage when he begins to compare, to measure himself  
with others; but, as Froebel points out, he is very  
likely to make the mistake of thinking that he has  
already become that which he wants to be, or ought  
to be; the parents and friends are often responsible  
for this mistake on the child's part, since they so often  
treat him, as if he had already become in reality that  
which they lovingly anticipate for him.

Froebel suggests that the child's attraction for what  
is good should be strengthened and developed by mak-  
ing him feel that the affection shown him is not be-  
cause of any of his external attractions, but on account  
of his efforts to be good, his good intentions, and the  
expectations that we cherish, of his growth in good-  
ness and character. In our conduct towards him,  
therefore, and in our judgment of him, we must dis-  
tinguish clearly that which the child already *is*, from  
that which he may and should *become*.

And again, in judging the child as he already *is*,  
we must distinguish clearly and definitely, his inner  
motives, intentions, purposes, from his exterior and  
personal appearance, in order that he may not receive  
a wrong opinion regarding his small personality. In  
the right comprehension of what has been stated and  
in conformity to the same, we find the turning-point  
which decides whether the child shall aspire to and

prefer inner truth and reality to superficial external  
appearances; whether he shall choose to *be* or to *seem*.

Froebel points out, also, that the child's regard for  
what is good, and the aspiration to attain it, to be  
good himself, can be awakened, not so much by the  
parents' recognition of and esteem for the good in  
him, but, much more, by the recognition of, and re-  
gard shown, for what is good and noble in a stranger,  
an outsider. Every honor shown a stranger which  
seems to the child deserved and just, and attainable  
by effort, awakens emulation and spurs him on.

Mrs. Elizabeth Harrison's story, "Cedric," is a charm-  
ing one to tell when presenting this picture to the  
children, being a perfect interpretation in story form of  
what Froebel means to convey in his commentary, and  
being, moreover, easily dramatized.

In kindergarten the game is not often played with  
the fingers, but is dramatized, five children being chosen  
to represent the knights, and two others the mother  
and child respectively.

**Subjects Underlying the Selection and Organization of the Subject Matter of the Kindergarten Program.**

We are permitted to publish the following extract re-  
lating to this subject from "The Kindergarten," through  
the courtesy of Houghton Mifflin Company, Boston,  
Mass., the publishers.

Thus environment provides the very stuff which stim-  
ulates the self to reconstruct its own thought, and to  
alter the face of the external world.

If it is acknowledged that environment is at least  
a factor of importance in the experience process, and  
that not only the self but environment changes, one  
would seem to have an argument in favor of a careful  
study of the role played by these varying environments  
in the experience of different children.

While the majority of kindergartners agree in the  
theoretical statement that the program is based upon  
the experiences of children,—that it is these experi-  
ences which are to be selected, interpreted, and organ-  
ized,—few seem to act consistently upon the possi-  
bilities and limitations of environment in illuminating,  
modifying, and rectifying these experiences.

Out of the different attitudes of kindergartners  
regarding the function of environment in broadening,  
deepening, completing, or reconstructing the experi-  
ences of children living under varied conditions, grow  
the much-discussed problems as to the uses of some-  
what fixed or uniform programs.

The varied individualities, temperaments, training,  
and experience of the teachers as well as those of the  
children would seem to require the opportunity to vary  
programs and courses of study, if the teachers are to  
do living, vital work in the classroom.

Common sense would seem to demand that any  
course of study which is supposed to meet the actual,  
as well as the theoretical, needs of particular groups  
of children should embody the convictions of both the  
supervisor and the classroom teacher.

School administration under a democratic govern-  
ment seems to demand a study of those conditions  
which make freedom go hand in hand with guidance.  
Democratic control in school should provide for a

co-operation between supervisors and classroom teachers, sufficiently flexible to leave ample opportunity for the individual initiative, conviction, and sense of responsibility on the part of each, without endangering the welfare of the children or of society.

In democratic administration the straight and narrow path between uniform and individual programs and courses of study must be solved in relation to the protection of the mutual rights and privileges of (1) the classroom teacher and her children; (2) the supervising officers and the teachers under supervision; (3) the boards of education or superintendents, and the parents and the community to which they are responsible.

With the teachers and children the problem seems to present questions such as these: How may the individuality, personality, originality, and initiative of the children be preserved in the teacher's attempt to organize the whole through the contributions of both children and teachers? How can she use the initiative of each individual so as to enrich the group, and stimulate in each a desire to contribute his best to the making of the course of study for the whole?

In the case of the supervising officers and teachers the problem seems to be the preservation of the individuality, personality, freedom, and development of the classroom teachers through their attempt to provide programs and courses of study for the protection of the children. How may courses of study be planned in which both the rank-and-file teacher and the supervising officers have contributed their common and peculiar experiences, their individual initiative, their personal convictions, and their sense of responsibility to the boards of education, to the parents, and to the community?

#### JANUARY ST. NICHOLAS.

"Nothing in art or literature is too good for American children." This principle the editors of *St. Nicholas* foundation of the magazine in 1873. In the January *St. Nicholas* two full-page paintings by the distinguished British artist, Arthur Rackham, illustrating Mother Goose, are reproduced in full colors. A biographical sketch of Augustus Saint-Gaudens is illustrated with some of the finest of Saint Gaudens's works and with a portrait by Kenyon Cox. In this number appears a heretofore unpublished letter by Louisa M. Alcott, author of "Little Women," in which she describes the home life of the Alcott family upon which the classic story was based. There is a story, "Black on Blue," by Ralph Henry Barbour.

A new series, designed to teach boys and girls the fascinating art of cookery, starts in this number; it is called "The Housekeeping Adventures of the Junior Blairs." Other illustrated serials are: "With Men Who Do Things," by A. Russell Bond; "The Runaway," by Allen French, and "The Lucky Stone," by Abbie Farwell Brown. The departments include Nature and Science for Young Folks, the *St. Nicholas* League, the Letter Box, the Riddle Box, and *St. Nicholas* Stamp Page.

Make the best and leave the rest.

#### RESOLUTIONS ON OPEN-AIR SCHOOLS.

(Adopted by the Fourth International Congress on School Hygiene, Aug. 29, 1913.)

*Whereas*, Nearly a million tuberculous children or children strongly disposed to tuberculosis are attending our public schools and there is hardly accommodation for 1,500 to receive instruction in the open air, and—

*Whereas*, The congress is convinced that the open-air school is one of the most powerful agents in the prevention and cure of tuberculosis, and it has been further demonstrated that nearly all climatic conditions, providing the air is dust free, lend themselves to the prevention of tuberculosis in the predisposed and the care of the afflicted, and—

*Whereas*, Statistics show that there are not nearly enough hospital and sanatorium accommodations for adults and children afflicted with pulmonary tuberculosis or children suffering with tuberculous joint or bone disease, and—

*Whereas*, It has been demonstrated in New York and other cities that discarded vessels lend themselves admirably to transformation into all-year-round hospitals and sanatoria for consumptive adults, sanatoria for children afflicted with joint and other types of tuberculosis, and into open-air schools for tuberculous, anemic, and nervous children; be it—

*Resolved*, That the Fourth International Congress on School Hygiene petitions the United States Government to place at the disposal of the various States of the Union as many of the discarded battleships and cruisers as possible, to be anchored according to their size in rivers or at the seashore, and to be utilized by the respective communities for open-air schools, sanatorium schools, sanatorium schools for children, or hospital-sanatoria for adults; be it further—

*Resolved*, That the congress expresses its appreciation to the Italian Government of the example it has given by consecrating three of its men-of-war to the combat of tuberculosis; be it further—

*Resolved*, That this congress expresses the sincere wish that other Governments may follow the example of Italy; and be it finally—

*Resolved*, That copies of these resolutions be presented to the American and other Governments represented at this congress.

High-school pupils in eight American cities spend a million and a half dollars each school year for lunches. The American Home Economics Association estimates that this amount, spent for lunches outside of school, will buy only 81,000,000 calories in food value; whereas if spent in the school lunch room, with its carefully supervised menu, it will purchase the equivalent of 178,000,000 calories.

Many cities hesitate to start open-air schools because of the supposed expense, particularly of feeding. In Green Bay, Wis., the cost of feeding in the open-air school has been found to be only 5½ cents per day, or \$8 a year, for each child.

Sons of farmers in Down and Antrim counties, Ireland, are named as the beneficiaries of a recent educational bequest of a million dollars.

## CURRENT EDUCATIONAL THOUGHT

FROM SUCCESSFUL AMERICAN EDUCATORS

## MUSIC AND THE SOCIAL PROBLEM.

LUCY K. COLE,

Supervisor of Music, Public Schools, Seattle, Wash.

AN ABSTRACT

Music is the language of the emotions. Emotional life is the strongest element in all our social institutions. The home, the greatest social institution, was formerly the educational center for emotional, industrial and recreational life. Now, the schools furnish industrial education, and recreation is furnished by private commercial interests, all outside the home.

Mankind at work is thoroughly moral, for their brain and sinew are keenly and intensely active; but during leisure hours emotional life asserts itself.

Our social problems are the result of the way society uses its leisure, or rather, the way it satisfies and expresses its emotional life. Society seems perfectly willing to pay annually enormous sums for the maintenance of a large police force, ample prison accommodations, insane asylums, orphanages, penitentiaries, divorce courts, etc., all of which institutions are the direct result of misused, unrestrained, uneducated emotional life. Would the public be put to any greater expense in furnishing definite, systematic education for leisure than it is at present in the maintenance of these institutions?

Schools educate too much for getting a living and not enough for living. Too much stress is put upon how to earn the dollar, and not enough on to use it when earned. Schools may not be able to add definite education for leisure at present, but it must come if we are to solve our present social problems. We will be satisfied when as much is spent annually from our public funds toward systematic education for the right use of leisure as is at present spent in protecting the public against the wrong use of leisure.

So much is said nowadays about the low standard of morals in our grammar and high school students. If the higher emotional life is not given constant and satisfying activity from childhood to maturity it is not surprising that the lower emotional life becomes active. The habit of responding to the higher emotional life should become fixed and strong during childhood. The only way to eradicate an evil is by substituting an equally attractive good. We should provide wholesome and refined mediums of emotional expression for our young people.

The majority of pupils leave school for commercial life between the ages of 12 and 16. Extension courses for evenings and Sundays should be provided for these young people at public school expense, and supervision in music and dramatic art and all the cultural subjects. In this way much social evil would be prevented.

The English schools provide instruction in violin and orchestral instruments, to all desiring to learn to play, in small classes. They also furnish the instruments to the children at factory prices. Last year, at Alexandria Palace in London, was given a concert in which were heard 6,000 children in violin ensemble—a wonderful result of this class teaching of violin.

There should be a national organization which would do for the public musically what the Drama League of America is doing dramatically in the raising of the national taste for better music and drama.

Finally, strong, concerted national effort should be put forth toward securing definite systematic education for leisure in the schools of the country; more educational rather than commercial provision for, and supervision of, our amusements; more definite and systematic effort toward providing means for cultural improvement for the young wage-earners; toward exterminating the suggestive song; toward providing a better class of music for our dance programs.

When musicians, educators and philanthropists work together in this great upward movement we shall see marvelous changes in our social conditions, and the great problems of today will be greatly lessened, if not done away with entirely.

## SCHOOL FEEDING.

## HISTORY AND PRESENT STATUS OF THE MOVEMENT.

LOUISE STEVENS BRYANT, University of Pennsylvania.  
EXCERPT FROM ADDRESS

The school-feeding movement is a part of the larger provision for the child's physical needs, which has grown out of the realization of the dependence of mental progress on bodily condition. It includes first the study of the child's nutritional condition, and then the practical question of providing food at school. As a rule, the term is narrowed to include the provision of warm meals, either breakfast or lunch, at a small sum covering the cost of the food, and its preparation and service.

Considered externally, the movement is quite old, as its beginning antedated compulsory education in Germany, and was associated with the first constructive attempt on the part of municipalities to meet the social needs growing out of the industrial revolution at the end of the eighteenth century.

In the main, the workers in the school-lunch movement in America are convinced that if the school is to assume responsibility for the feeding of the children, it must be because of the conviction that warm, nourishing meals, served at cost, are a benefit to 100 per cent and are not merely temporary remedies for acute distress among the 10 per cent that are acutely undernourished.

Five years ago there were four cities with lunch experiments under way in the elementary schools. There are now something over 70 cities with lunches in the regular elementary schools. In nearly all of these the school board assumes at least part of the responsibility. In an increasing number it assumes entire responsibility. Lunches are provided as a regular part of the equipment in nearly all the open-air schools, which are now open in over 100 cities, while the high-school lunch is provided as a matter of course.

Wherever the school feeding movement develops, two things happen: First, in all countries, school feeding—begun by private philanthropy as a relief measure, or by a semi-official attempt to encourage school attendance, or in some cases to make it possible—becomes gradually recognized, first by municipalities and then by States, as a legitimate extension of the principle of compulsory education; second, as soon as the State begins to take part in the provision of food for its children the meals lose the character of relief measures and become factors in education, with the double result that the suitability of the dietaries is considered with far more care than before, and the hygienic and esthetic aspects of the service receive attention.

The greatest need of the school-lunch movement is not propaganda—it is going forward with its own momentum. What is needed is the development of technique in medical examinations and in dietetic plans; the application of the principles of efficiency to the administrative system; and finally the constant extension of scientific experimentation in this field, which affords an unrivaled opportunity for the development of the science of nutrition.

#### ORGANIZING A COUNTRY COMMUNITY.

By W. H. SMITH,

*Rural School Supervisor, Jackson, Miss.*

AN ABSTRACT

The country-life problem is primarily one of community organization. The great rural need is an organization in each community that will include the whole interest and enlist the united energy of the people.

The aims of such an organization may be stated as follows:

First: *To increase production* (1) through improved methods of cultivation; (2) by diversification; (3) by seed selection; (4) by conservation of soil and other natural resources.

Second: *To increase profits* (1) by co-operative marketing; (2) by co-operative manufacture; (3) by co-operative use of improved implements; (4) by preventing waste; (5) by providing cheap working capital through rural credit associations.

Third: *To increase the length of human life* (1) through nutritious food; (2) by sanitary, comfortable, and attractive houses; (3) by education, study, investigation, demonstrations; (4) by community efforts for moral and mental progress; (5) by the use of modern conveniences in the home; (6) through religious and social efforts.

THE SCHOOL AS AN AGENCY.

In a number of important directions the school, if

properly administered, will prove the most effective agency for community organization.

The school should have, besides a room for each teacher, a workshop, a kitchen, and an auditorium of sufficient size to accommodate comfortably all general community meetings, and should be designed for comfort, proper heating, lighting, and ventilation. It should be located on five to ten acres of land so arranged as to allow ample playgrounds, shade trees, flowers, a home garden, and demonstration plot.

The community school unit should be large enough to justify the employment of not less than three teachers. This is necessary to do the work demanded of an organized community. The district should also be large enough to form an efficient social and economic group with common interests.

#### SCHOOL CLUBS.

It has been the policy of the promoters of boys' and girls' clubs to organize them through the schools, but this feature of community organization needs strengthening from the school side. The club should be an integral part of the school, just as the literary and debating society are a part of our high schools and colleges.

#### OTHER CLUBS.

There should also be farmers' club and women's clubs. The farmers' clubs should have as their purpose co-operative production, co-operative buying and selling, co-operative rural credit, and co-operation for cultural opportunities.

The women's clubs should concern themselves with co-operative study of household management, cooking, sanitary, and hygienic problems; labor-saving devices; and enterprises of social, literary, musical, and artistic interest.

#### HEALTH.

The first and most important common interest of the community is health. Through the assistance of the county health officer and the State board of health every community ought to learn how to prevent the spread of infectious and contagious diseases. Systematic instruction should be given in the school in such a practical, concrete way that the laws of health, as affecting the individual, the home, the school, and the community, should become common knowledge. The schoolteacher should either lead in these matters that pertain to the complete organization of the community or discover and stimulate the necessary leaders in the community.

Two carpenters and a plumber from England have recently been traveling in Belgium. They were awarded vocational scholarships by means of which they are investigating old and new methods of house construction.

Vocational guidance has been introduced into the school system of Connecticut by a recent law.

There is no worse robber than a bad book.—Italian.

That is an empty purse that is full of other men's money.



A Suggestion for a Mail Bag and Cap.

CARRIE L. WAGNER

The post is a delightful game to children, but it is sometimes hard to find a suitable mail bag and cap. The bag illustrated in Figs. 1, 2 and 3 is made from a heavy paper bag, size sixteen, or it may be made from a smaller if preferred. Cut off part of one side on the dotted lines (Fig. 1) leaving a flap on the opposite side.

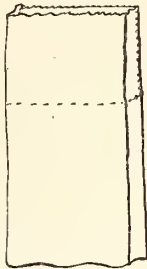


Fig. 1

To shape the flap, cut around the dotted lines, (Fig. 2)

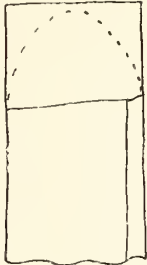


Fig. 2

and fold over on the bag, as in Fig. 3. The cap is also

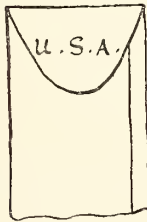


Fig. 3

made from a paper bag, size ten, or any size that will fit, for each child may have his own cap, which is a better plan than to allow every child to wear the same one.

To make the cap, cut around the dotted lines, (Fig. 4)

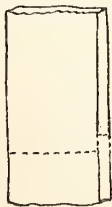
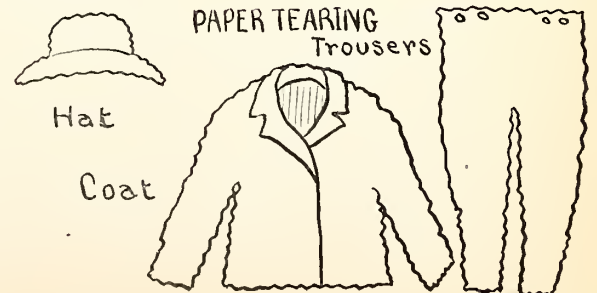
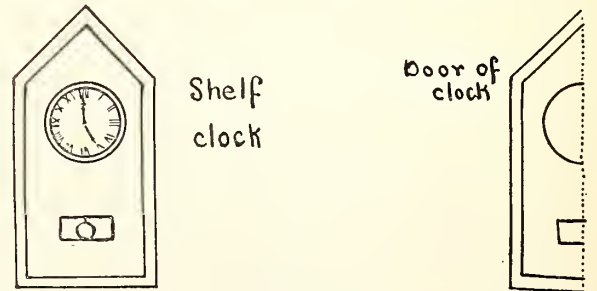
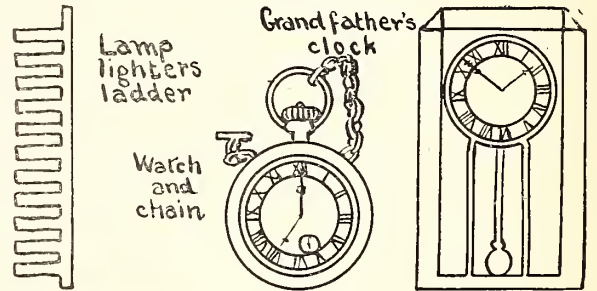
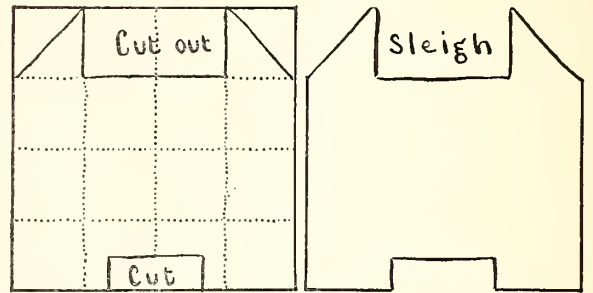
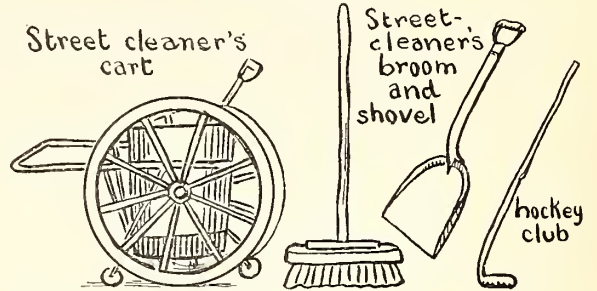


Fig. 4

leaving the cap about three inches deep, and the beak

an inch and a half wide. Cut from blue papers any number the child wishes to have on his cap, or the letters P. O. and paste on the front. Also paste a half inch strip of blue paper around it. The caps please the children and they are very proud to have one of their very own.

Some Simple Designs in Drawing, Paper Cutting and Tearing, etc.





THE KNIGHTS AND THE  
GOOD CHILD.

Galloping fast and galloping  
free,

Who comes a-riding so swift  
to me?

“Five brave knights with their  
plumes so gay.

What do you seek, good  
knights, to-day?”

“Over the world we ride, to  
find

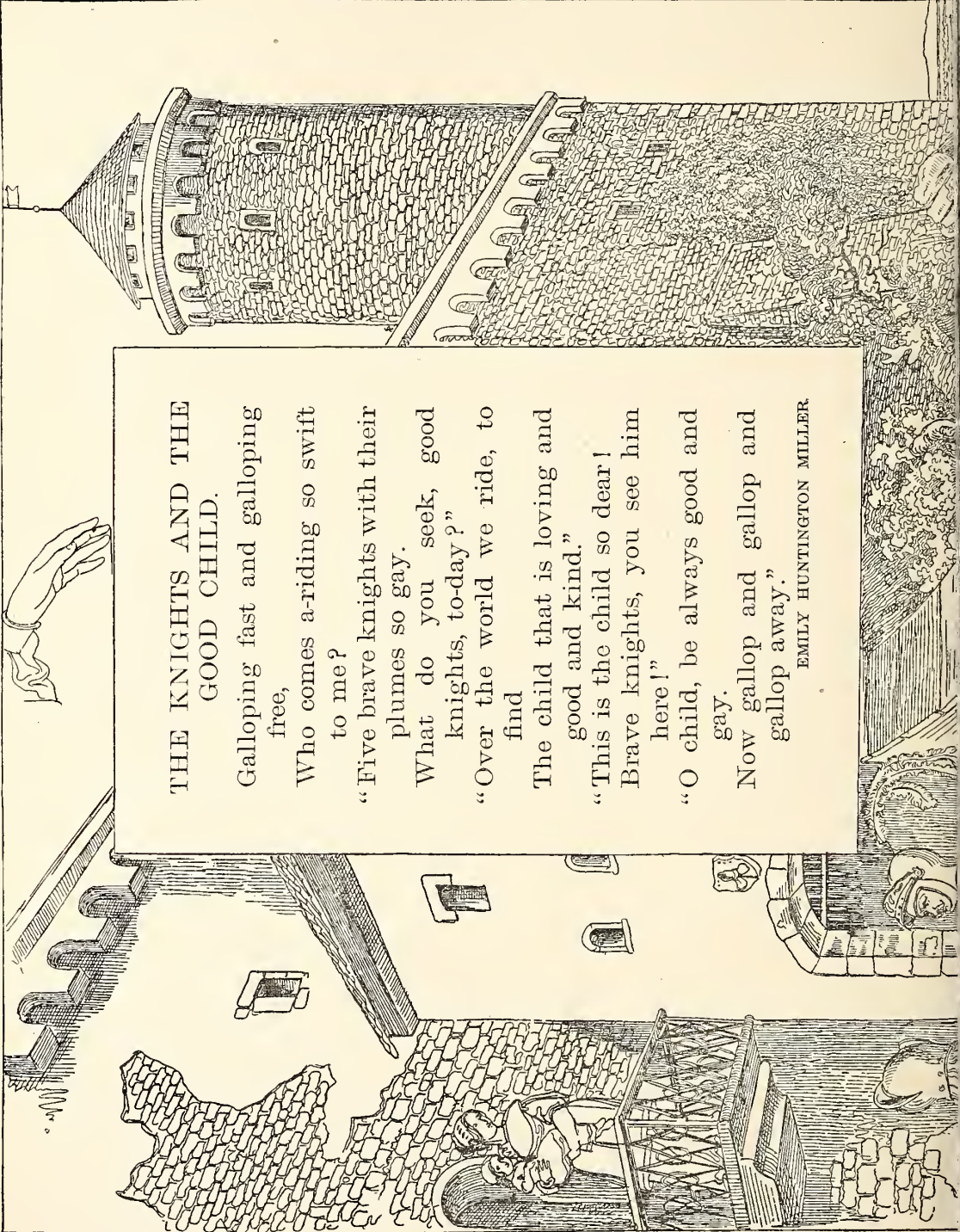
The child that is loving and  
good and kind.”

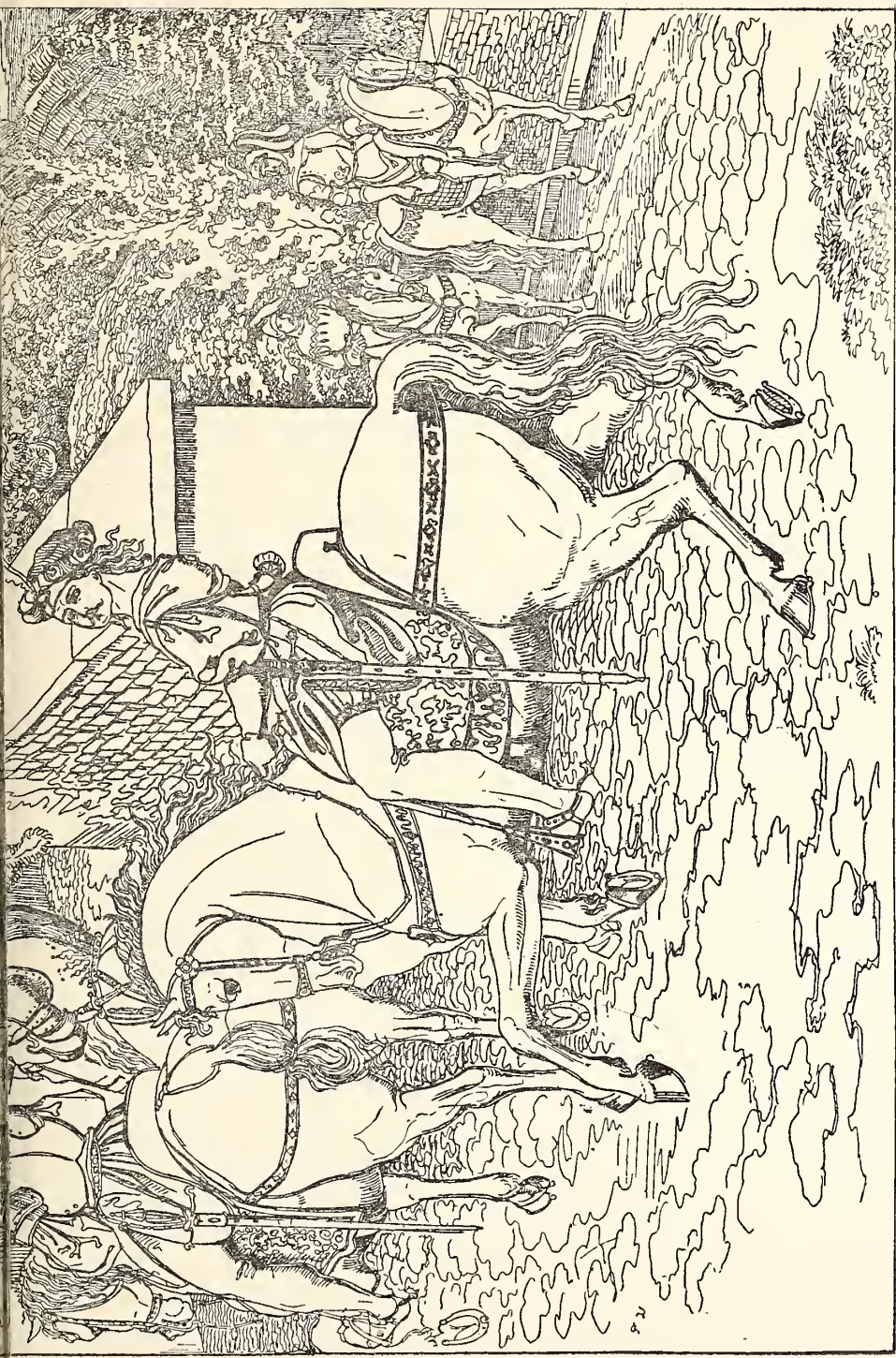
“This is the child so dear!  
Brave knights, you see him  
here!”

“O child, be always good and  
gay.

Now gallop and gallop and  
gallop away.”

EMILY HUNTINGTON MILLER





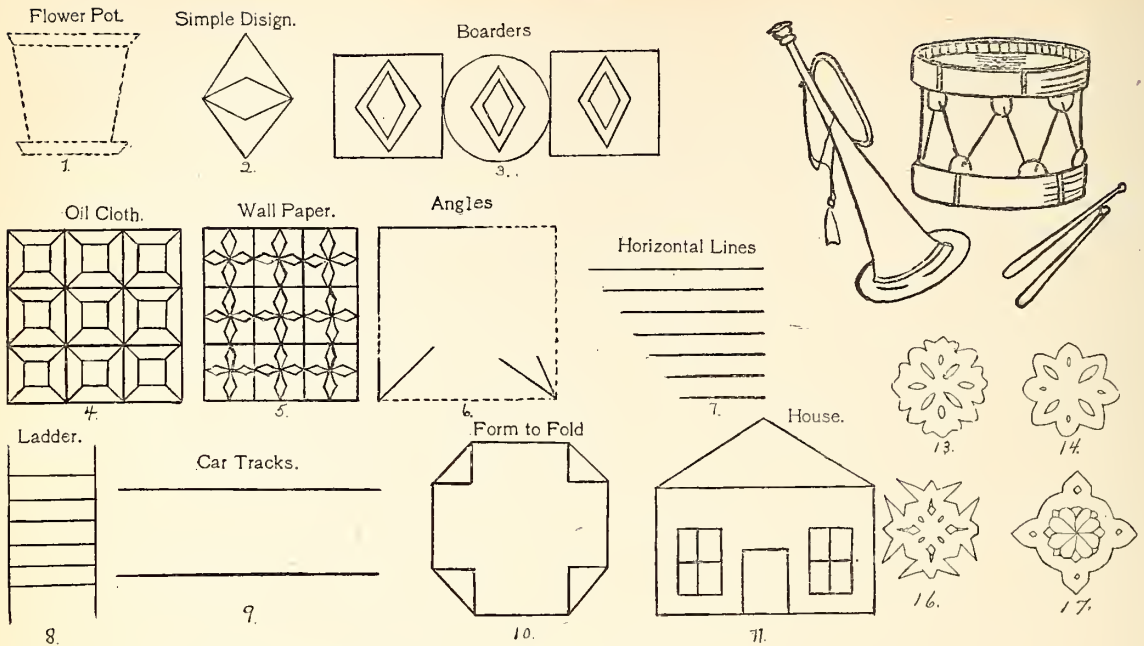
**MOTHER PLAY PICTURE**  
**“THE KNIGHTS AND THE GOOD CHILD”**

Kindergarten-Primary Magazine, Feb., 1914

Note.—This picture can be detached and placed on the wall or used otherwise in the Kindergarten.

# THE KINDERGARTEN-PRIMARY MAGAZINE

## Some Simple, Suggestive Designs



### TO SLEEPY LAND.

Which is the way to Sleepy Land?

Baby has lost it quite.

She wishes to stay in the Land of Play

Forgetting that it is night;

In the Land of Play, as though it were day

With a romp and a hullabaloo,

Not even to Lullaby Land will she go,

Lying between the two.

Mother entices her in thre once,

With her soft, sweet voice, but then

She goes as far as the end of a song

Then comes rollicking back again.

Sandman all helpless,—ah what shall we do;

Sleepy Land near and so fair,

But all the king's horses and all the king's men

Could never take baby there.

But here comes the kitty-cat, drowsy, warm,

Nestling by Baby to pur.

Pur-pur-ing her—way—into—Sle-e-p-y L-a-n-d.

Ah! Baby has gone with her!

E. F.

### CHINESE KINDERGARTENS.

Nothing is more interesting than a visit to some of the modern schools in China and Japan, and a visit to a Chinese kindergarten is a happy experience. These little people look so quaint in their Chinese costumes sitting on their tiny stools. Some of them are exceedingly alert and learn with great rapidity. This is true of the Japanese little people, some of whom can match the children of any land in alertness. Both the mission and the regular public schools in the Orient have features that seem unique to the American visitor,

while the native dress of the children is in curious contrast to the dress of the children of our own land. But no matter how primitive or how near perfect the school may be in any clime it has back of it those things of mighty consequence summed up in the word "education."

A. R. Brubacher, superintendent of schools at Schenectady, New York, has investigated the part time practice in his city, and concludes that part time fatigues children and teachers unduly, and that "sustained attention is hard to get." Attendance is 2.42 times better in full time classes, which also promote five more children in a hundred, and send their pupils on prepared to do the work of the next grade better, "since they are fortified by 50 per cent more training, as indicated by the work accomplished in reading."

"The evils of part time," Superintendent Brubacher finds, "are cumulative. They are bad in the first grade, but where a child has come up through successive grades or part time, the accumulated defects become disheartening. Part time is to be condemned as an educational monstrosity. It is an unsound pedagogical device, and is a sheer waste of public funds."

### OMAHA, NEBRASKA.

Professor G. W. A. Luckey, of the University of Nebraska, delivered the principal address before the kindergarten section at the annual meeting of the Nebraska State Teachers' Association, November 6th. Subject: "A Comparison of the Methods of Teaching of Dr. Montessori and Froebel."

Students at Hopkins Academy, Hadley, Mass., learn to work concrete as a regular part of their course in agriculture,

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

How to Use Stick and Ring Laying in Teaching Form and Design

By JENNY B. MERRILL, Pd. D., New York City

In my last article I applied the use of the kindergarten occupation of sticklaying to number work because of its immediate value to primary teaching.

But if there is a sub-primary section of very little people in a village or rural school, let them amuse themselves by making simple objects in outline with a few sticks before attempting number work at all. Later both kinds of work should be continued.

Probably some children will begin by using the sticks to make the straight-lined capital letters of the alphabet, as:

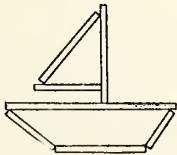
L V X T A H I N W Z K

Children often learn these letters at home and love to make them when they come to school. Show interest in what each child already knows. "Proceed from the known to the unknown" is a great guide in method but first you must give the child a chance to *show you what he does know*.

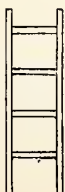
When you wish to have little objects outlined make a suggestion as, "Try to make a flag with your little sticks, or a ladder, a chair, a fan, a house, a bed, a rake, a spade, a tree, a pigeon house, a ship, steps, a drum."

Let your suggestion of any object be made according to the *known* experiences or environment, or possibly let it depend upon the season. I have named this foregoing list for you to choose from. Mention only two or three objects at a time.

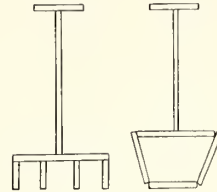
If your school is near the coast or a lake, where the children see ships, your first suggestion might be to make a ship, as:



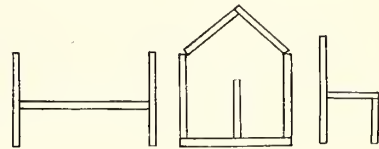
If there is a ladder in the school yard and the children love to climb, it may be a ladder, as:



If it is spring time and garden tools are in use it may be a tool, as:



If there are only a few children, gather them around you at a table and say: "See what I can make with these little sticks." [Make a simple outline of a house, a chair, a bed.]



Let the children guess what you have made. Now you may all stand around my table and make something for me. This is social and inspires children to act naturally.

Many kindergartners begin by giving just one stick, letting the children lay it in different positions as slanting, lying down, leaning, leaning the other way, leaning more, leaning less



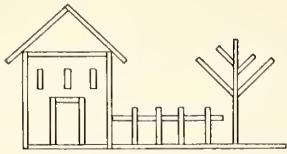
as shown by above illustrations.

This is a little too formal for very young children, but is good later on, after a little playful experience in making objects.

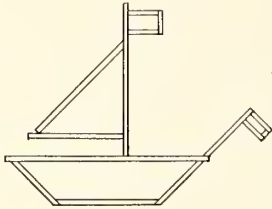
Dr. Montessori has convinced us that we teach little children too much and that we should *observe* them more. Why keep all the children working together? Rural schools are not tempted to do this as much as graded schools. Let each child forge ahead. One may make a dozen outlines while another has hardly begun. Children learn quickly from each other. "See, Eddie, what Mary has made" may start a child to imitate. The slow child may surprise you if you let him work at his own rate. He will suddenly expand.

Another suggestion is to "combine objects" as experience is gained and children learn to work together.

For example, a barn, a tree and a fence make quite a little scene



and pleases the children. Suggest adding a flag to the mast of a ship.



Soon the children will think of other possibilities.

As law and limitations are necessary, it is a good exercise occasionally to suggest taking just two sticks, then three, then four, to see what can be made under each restriction. You may ask each child to go to the blackboard and draw all the things he has laid with two sticks; another day, all he may have laid with three, then with four. This will help straight-line drawing.

After making many objects the children will have gained experience with *corners* of different kinds.

Have a review of corners with two sticks. Here is a square corner.



This is a square corner, too.



And so is this.



Who can make another?

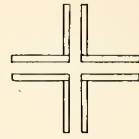


Here is a longer stick and a short one.

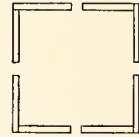


This may be repeated as with the shorter sticks above. Make more square corners. Sometimes we call square corners by another name,

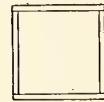
*right angles*. Here are some right-angles; can you count them? Where are they?



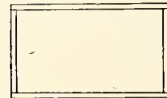
Here are some more right angles. Where are they?



Here are some more shut in a square box. Can you find them?



Here is an oblong box:



Has it any right-angles?

If the children are now left to make several right-angles with sticks of different lengths, they will review and fasten the work given.

Do not try to define angles. Simply play with them as the Romans did long ago. Some kindergartners think best not to attempt even as much analysis as this. Dr. Montessori advises no analysis of form but simply a recognition of the shape as a whole, as this is a square:



This is a triangle:



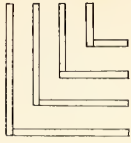
This is a pentagon:



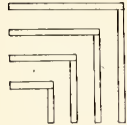
It is certainly true that analysis has been carried too far in many kindergartens. A child recognizes many very complex objects readily as wholes without being

able to name or even point to all the parts.

The children may enjoy making right angles one within the other, and get a new experience as:



And turning the other way:



Such a lesson will depend upon the sizes of sticks at hand.

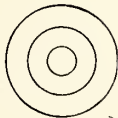
Whenever sticks of different lengths are used I should mention the length, as, show me all the one-inch sticks. How long is this one? and this?

Sort your sticks in piles before you outline.

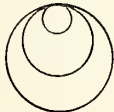
I should not attempt to represent nature forms as of animals or flowers with straight sticks but if you can afford a few boxes of rings, half rings and quarters, many pretty forms of natural objects can be outlined.

Many such outlines have been given in this magazine from time to time. Look them up. Also consult the *Paradise of Childhood* or the *Kraus Guide*. I do not approve the complicated forms given unless the box of rings is used as a sort of puzzle box with children over seven years of age. Then much ingenuity will be shown after a few lessons with a few pieces. The half rings are especially interesting to work with. Spinning one ring is a good finger exercise.

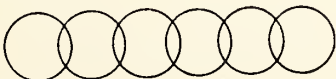
Placing rings of different sizes, one within the other, is pleasing, as:



Or:



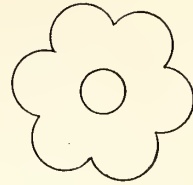
Or crossing circles, as:



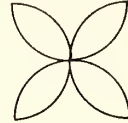
Or touching, as:



The prettiest flower forms may be made with the half circles, as:



Also:



And others.

After a few suggestions let the children have enough material to repeat the flower forms several times and finally make pretty designs.

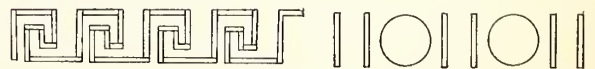
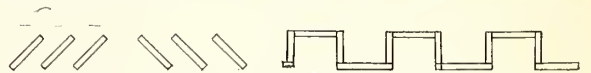
Sticks and rings may be worked with together. The children will rejoice now to make nearly all the capital letters. They love to do it and let them.

They can make a vase, a pitcher, a pair of scissors, scales, etc.

The curved line is the line of beauty, and the child by handling and placing these rings and half rings advances to new conceptions of beauty.

He should often be left merely to experiment and as Mrs. Kraus says in her *Guide Book*. "The child does it so masterly that the adult is often obliged to collect his thoughts in order to follow the child in its childish flight of ideas."

I have not spoken of the borders that may of course be laid with sticks and rings as well as with tablets. (See



article in December magazine.)

I do not advise making connection to any extent between this occupation of stick laying and drawing, for I fear that the attempt to copy what has been made with sticks hinders rather than helps the free childish expression in drawing of which I have already written. If this occupation helps drawing let it be subconsciously. The great value of this occupation consists in the constructive act. It is a kind of building. Especially when rooms are crowded and there is no opportunity to build with blocks these little sticks are very helpful in gratifying this great building instinct. It is a crude means of expression but it is developing and permits considerable freedom on the part of the child as well as work

under direction. Recall Miss Harrison's three steps in method as given in previous articles.

1. Undirected work.
  2. Directed work, which may include imitation, dictation and suggestion.
  3. Self-directed work based upon experience gained.
- The material used in stick laying is inexpensive. Larger and heavier sticks are now procurable if one can afford them and they do certainly give greater satisfaction, especially to younger children.

Tooth picks are often used. In the country straight stems of plants may easily be secured and cut into short lengths. Thin splints known as lighters may be used or stiff cards could be cut into strips in case of lack.

The natural color of the wood is preferable for outlining but children love the colored sticks and if they do not have colored papers they should have colored sticks. If they use much colored paper it is not so important.

Whenever possible have outlines of objects made with one color only. It seems rather incongruous to see a house made of sticks of several colors.

Occasionally have a sorting lesson. Let the older children make paperboxes to hold each length and each color. Much is said of the value of working with a motive. Such a sorting exercise has a special motive. It is unnecessary for a teacher after a hard day's work to spend any time in sorting materials.

Dr. Montessori has re-emphasized the value of training children to help themselves to materials and to put them away.

---

Isobel Davidson, Supervisor of Primary Grades, Baltimore, writing in the Atlantic Educational Journal, says in part:

True it is that kindergarten principles are coming to be looked upon as fundamental in all real education from the nursery to the university.

What has revolutionized the school system save the introduction of kindergarten principles?

The seeds of all the manifold activities blossoming so graciously now in the schools in the form of manual training and art, domestic science, gardening, games, dramatization, story-telling, the self-organized groups for independent work, all are found in embryo in the curricula of the well-regulated kindergarten.

Briefly stated and familiar to all, the underlying principles of education, revealed by close study of the child, teach us that we should strive to call forth self-activity; develop the inventive powers, prepare the child for social co-operation, and provide for happy and harmonious surroundings.

Just how these self-evident truths are to be made the basis of primary work is a question of vital importance to every teacher of little children. Primary teachers have accepted the great principles in common with the kindergarten, and consider the spirit greater than the tool, the life greater than the method.

A first grade may be as truly a child garden as a kindergarten in which the formal material is religiously used. The test is found in the spirit of the school.

Every teacher of little children should have a good training in a training school recognizing these principles as fundamental, and every kindergartner should have some experience in a primary school, observing work done, or demonstrating satisfactorily the value of certain lines of work. The effect upon each is most salutary. Much of the confusion of terms, of misunderstanding would be clarified by closer contact and sympathy in the study together of little children's needs.

That school is especially fortunate which has a good kindergarten within its portals, because the spirit of reverence for childhood, of joy in work and play, of supreme faith in humanity, is contagious, and a warm radiance is shed abroad upon the more formal aspects of the school.

The beautiful room, with its large spaces, its pictures, frequently changed to suit the rolling year, its plants, its piano, its indoor and outdoor gardens, its sand-table; the circle filled with bright-faced children singing sweet songs, or playing simple games, or listening to stories is an inspiration and a guide to all members of the school.

Here in this beautiful, airy room the children of the primary grades should frequently be the invited guests for an afternoon story, song or game, and in these happy surroundings, ideals are formed which bear fruit in countless ways. The primary teacher gains in spiritual uplift and sympathetic understanding of child needs, and with the ideals made real and tangible before her, she, too, through imitation and intuition, born of mother love, can make a child-garden, even in crude surroundings. \* \* \*

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The New York Public School Kindergarten Association has just published the reports of its committees on Stories and Games. The booklet entitled "Stories and Poems for the Kindergarten," contains a selected list of stories and several original stories. "Games and Finger Plays for the Kindergarten" gives a classified list of games which is very suggestive. Copies of these booklets are on sale at twenty-five cents each and can be secured by addressing Miss E. M. Phelps, 135 West 79th St., or Miss L. A. Palmer, Board of Education, New York City.

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Credit for Bible study is given in the North Dakota high schools. A hundred students passed the State examination last year.

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A one year course in tanning has been established by Pratt Institute, Brooklyn, N. Y., in co-operation with the National Association of Tanners. The course is for men already employed in the tanning industries or high school students without practical experience

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In the lexicon of youth, which fate reserves  
For a bright manhood, there is no such word as fail.  
—Bulwer.

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But screw your courage to the sticking place  
And we'll not fail.

—Shakespeare.



# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

**DEAR RURAL TEACHER.**—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

Come to me, O ye children,  
For I hear you at your play,  
And the questions that perplexed me,  
Have vanished quite away.  
—*Longfellow.*

HENRY WADSWORTH LONGFELLOW.

The birthday of Henry Wadsworth Longfellow occurs on the 27th of February. As he was the "Children's Poet" we should devote some time to the study of his life and poems. The childhood of the poet will be of special interest to the children.

Longfellow began school when but three years of age, and at the age of six could read and write well. He loved the birds, the flowers, and the woods. His conduct at school is best illustrated in the following note from one of his teachers: "Master Henry Longfellow is one of the best boys we have in school. He spells and reads very well. He also can add and multiply numbers. His conduct last quarter was very correct and amiable."

He usually spent his vacations at his grandfather's farm. At night the family would gather around the big fireplace, and listen to stories of the Indians told by the grandfather. Mr. Longfellow used many of these stories later in his poem of *Hiawatha*.

His mother was a sweet tempered religious woman, very fond of poetry and music. She was a kind neighbor and devoted to her family. His father was a lawyer. He was noted for his purity of character, his fine manners, and his learning.

After his graduation from Bowdoin College, at Brunswick, Maine, he went abroad, and traveled in many countries in Europe. On his return he accepted a professorship in Bowdoin College, and later in Harvard University at Cambridge, Mass.

Longfellow's home in Cambridge was called the "Craigie House." It was at one time the home of Washington, and his study was the room in which Washington once slept.

"Once, ah, once within these walls,  
One whom memory oft recalls,  
The Father of his Country dwelt."

When Mr. Longfellow was an old man, the school children in Cambridge contributed money and the chestnut tree described in his poem "The Village Blacksmith" was cut down and made into an arm chair, and presented to Mr. Longfellow on his birthday. To thank the children he wrote the poem, "From My Arm Chair."

WASHINGTON AND LINCOLN.

Preparations for birthdays of these noted men should consist in talks upon the principal events in their lives. Pictures should be placed before the children illustrat-

ing some of the important events, such as, Washington Crossing the Delaware, Independence Bell, etc. Write upon slips of paper events in their lives to be learned and repeated.

WORDS OF WASHINGTON.

Think before you speak.  
Let your recreations be manful, not sinful.  
Speak no evil of the absent, for it is unjust.  
Let your conversation be without malice or envy.  
Be not apt to relate news if you know not the truth thereof.  
Show not yourself glad at the misfortune of another, though he were your enemy.  
Undertake not what you cannot perform, but be careful to keep your promise.  
When a man does all he can, though it succeeds not well, blame not him that did it.

LINCOLN'S KIND HEART.

"Lincoln and the Pig."—One day, when Lincoln was out riding, he passed by a deep slough, or hole, in which he saw a pig trying to free himself from the mud. Mr. Lincoln looked at the pig and then at his new clothes, and deciding that he could not afford to spoil them, rode on. But he could not help thinking about the pig. After riding two miles, he turned back, and with some difficulty succeeded in dragging the pig out. He said to a friend in telling the story, "I spoiled my new clothes, but I took great pain out of my heart."

"Seek not praise, but do your duty,  
Love the right and work for it;  
Then the world will be the better  
Because you have lived in it."

SEAT WORK.

Word and Sentence Builders.—For the better teaching of reading there is nothing better in the line of busy work material than the word and sentence builders. Every teacher should provide herself with a few boxes of each kind.

As soon as a few words can be recognized at sight, the pupil should be required to make the words and also to build the sentences, and continue until a large number of words are taught, which may require several months. Place lists of words upon the blackboard which they are to form with their cut letters, and in the same way give them short sentences to construct with their words.

Later they may rearrange columns of mixed words into sentences, also use this as a drill in phonics, asking them to construct all words possible ending in at, an, it, in, all, etc.

VALENTINES.

St. Valentine.—A priest who lived long ago was so

good the people called him "Saint" Valentine. He worked for and loved his people, going from village to village to see them and to teach them how to be loving and good. The children were always glad to see him, and when he became too old to go to them, he used to send them messages of love and remembrance. Later people began to keep his birthday by sending messages to their friends, and these were finally called "valentines" in honor of this good man, whose birthday is February 14th.

**Making.**—The valentines should be simple, so that they can be entirely the children's own work. Large hearts may be cut from drawing paper or red Bristol board prettily decorated on one side in water-color or crayon, and on the other side may be placed an appropriate message. Two or more hearts may be tied together with ribbon, or an arrow may be cut and used to unite the hearts.

Children may make their own envelopes in which to put their valentines, sealing them with parquetry paper.

#### BUSY WORK SUGGESTIONS.

**Clay modeling.**—No month presents more of a variety in this line, as boys enjoy making guns and swords, and we also suggest the hatchet, miniature logs which may be used in constructing a log cabin, the blacksmith's anvil and horse shoes, and the blacksmith's hammer; some perhaps more skillful may model the blacksmith and the horse.

**Paper Cutting.**—In this line we suggest cutting stars and stripes for making the flag. Also soldier's caps, letter boxes, mail-wagons, tents, doves flying and at rest, pigeon houses. Have each child make a Washington Birthday souvenir to take home—a badge of red, white, and blue, a hatchet on which is printed the date, or a booklet in which is pasted a picture of the hero.

T. J. Coates, State Supervisor of Rural Schools for Kentucky, said recently:

When I began my work as State Supervisor I set before myself six distinct lines of work, as follows:

1. To improve and redirect the content of the schools.
2. To make more efficient the teaching force of the State.
3. To improve the houses, equipment, and environment of the school.
4. To secure consolidation of schools and transportation of students when practicable.
5. To secure efficient supervision of the schools in the rural districts.
6. To help in securing the needed legislation.

That was two years ago. Many changes have taken place. The needed school legislation has been largely secured; but the other five lines of work still present themselves.

It will be noted that I present these as co-ordinate lines of improvement. At the beginning they so seemed to me, but today I look upon these five movements as one big fundamental movement and four subordinate movements.

To my mind the one big fundamental thing to do is to secure the right kind of supervision in every county.

## BERTHA JOHNSTON'S LONDON LETTER

Note.—This letter and the communication which follows it takes the place of the "Committee of the Whole" for this issue.

### Some Impressions of London of Interest to Teachers.

A SCHOOL-BOY'S EXERCISE, SECOND CENTURY, A. D.

The editor having expressed a desire to see an ancient waxen writing-tablet, her nephew escorted her promptly to a case in the department of Greek and Roman Antiquities, British Museum, wherein were exhibited objects illustrating ancient Roman methods of reading, writing, and painting. And here we learned how the school-boy, centuries ago, did his multiplication-table. The tablet very much resembled at first sight a child's slate of today, being about the same in size, and the wax that covered the wooden tablet being black in color. A raised margin of wood about an inch or more wide protected the surface from abrasion, and was very much like the frame of a slate. There were two exercises on the visible surface of the tablet. That on the lefthand side was the multiplication-table in Greek characters from once one is one, to  $3 \times 10$  equals 30. On the right side is a column of words showing the division between the stems and terminations of words. There were two holes, a few inches apart, in one side of the margin, and strings through these originally tied this tablet to its fellow, so as to make a book with the waxed surfaces inside. The companion tablet, exhibited in the Dept. of Manuscripts, contains two lines of verse, first written by the master, and twice copied by the boy. The instrument employed for writing was the style or stilus, having a sharp point for writing, at one end, and at the other a broad surface for erasing. There were several examples of the stilus, in bone, ivory and metal.

Question—Would that boy of the long ago have taken special pains with his exercises, had he dreamed that curious eyes would examine them 1800 years later?

Another reading or spelling exercise, written on a potsherd, gives each letter of the Greek alphabet in order, combined with the vowels successively.

In the same case are shown inkstands and pens in bronze or bone, and a specimen of a letter on papyrus wherein the writer sends an order for drugs "which must not be rotten stuff." Two leaves of a lawyer's note-book can also be seen.

Among some toys and games are a rag-doll and a wooden horse from Egypt, a rattle, whistle, and miniature objects in lead and pottery such as little girls use with their dolls' houses. Marbles, draughtsmen and knuckle bones, are shown, the latter being made either of real knuckle-bones, or copies resembling them in bronze, lead, crystal, ivory, and the like. Dice are to be seen also, in all of these materials, some with as many as 14 and 20 sides.

Many other exhibits make very real to us the daily life of the old-time Greeks and Romans.

An interesting hour was spent in one of the London Council Schools (formerly known as Board Schools, but are now controlled by Local Councils.) These correspond to our Public Schools. This one, the Northfield School, in the Borough of Ealing, is in a comparatively new building and seemed quite up to date in equip-

ment. All of the rooms were upon one floor, and the classrooms opened out upon a central assembly hall, in which was a piano, and also the headmistress' desk, and the usual cozy grate fire. There were no seats in this hall, such singing or other exercises as might occur in it being attended to standing. Each classroom had the name of its mistress in a case on the door. Upon entering one notices that in the rooms of the lower grades the floor was laid in steps, each row of desks being elevated above that in front of it, so that every child was in plain view of the teacher, and she was easily seen by every child.

We observed a reading lesson, after the Dale method, which we will describe in detail in a later number of *The Kindergarten-Primary Magazine*. The children were intensely eager and alive.

In another room nuts of various kinds were distributed and to each child was given its own bit of plasticine in its own little receptacle, and they proceeded forthwith to modeling. That the previous object-teaching had been definite was shown by the careful way in which some of the children examined their nuts before and during the modeling process.

A lesson in "Religion" was just being concluded as we entered one room, and one little girl, a Jewess, was seated quietly outside the classroom until the lesson should be over, as attendance is excused for conscience' sake. The compulsory age in the elementary schools is from 5 to 14 years, altho children over 12 may be exempted under certain conditions, and so go to work as "half timers;" this is the case in many textile and rural centers, altho these exemptions are growing less in number as the local educational authorities begin to realize that "half time" is opposed to the best interests of the child, and so, of the community.

The entrance of His Majesty's Inspector cut short the editor's interview with the gracious Head-Mistress, and she visited some of the remaining class-rooms unattended. From what was observed it seemed evident that the Froebellian principle of appealing to the child's self-activity was constantly followed.

Excellent pictures adorned the walls, many familiar kindergarten favorites being recognized. Growing plants were on the window-shelves, and nature-objects and other materials gave evidence that what was taught was made real to the children to every sense. A large paved play-ground gave full scope to spontaneous activities.

The visit of the Inspector it seems is rather important, since, as we learn from Swann's "Primer of English Citizenship," the board of education refuses to pay certain grants of money to a school if the inspector reports that teaching, equipment or buildings are unsatisfactory.

To the Chairman of the Committee of the Whole:

In recent publications of your magazine, the articles on creative music work have been of great interest to me. I have worked along this line for several years, in my public school kindergarten in Long Beach, California; I am enclosing some of the results of the past spring.

I get the best results in song by grouping the children on the floor around the piano. When music seems

unusually spontaneous I produce a picture of dramatic interest and say, "Let's make up a song." From the many attempts (we accept any effort at either song or story description of the picture) we choose the best and Miss Meadley plays the melody and we all sing our new song. These songs of our own creation have a special fascination for us. Some of the features which most impressed me were the strong repetition and very evident rhythm; the most spontaneous pieces are the most varied in time, in melody and in harmonic quality, while other less successful results show the child's *effort* for expression.

A variation in this creative work is the adaptation of a known melody to a story the child wishes to express. For example, we wished to sing about the days of the week and the months of the year. One child sang the rhyme of the months we had been saying, to the melody of "Ten Little Indians," making variation in time only. (I have heard that before so it may or may not have been original.) Another sang the days very spontaneously to a folk melody which we had used earlier in the year to develop original rhythmic dances. In the fourth and eighth measure the melody is changed to fit the words.

I am very sure that in my own work I get the best musical response when the child's spontaneity and creative expression is strongest.

Trusting that my experience may be of interest to you and your readers. I am sending this direct to you as I have not at hand the name of the woman in charge of that department who requested the same through your columns, and I am asking you to place it in her hands.

Permanent address, 711 Daisy Ave., Long Beach, Cal.

Very sincerely yours,

ETHEL BUSHNELL.

Teachers everywhere are coming in contact with children who are so exceptional that they cannot make satisfactory progress in the public schools. To persist in keeping them there means in many cases to deprive them of an education which could be secured in a special school. The National Association for the Study and Education of Exceptional Children have as one of their activities a school at Plainfield, N. J., for this special purpose and teachers who have such children in their rooms or know of any such would do a worthy act by calling the attention of parents to this organization and its work. The school is known as Herbert Hall, and information can be secured by addressing Mr. Waldemar H. Groszman, "Wachung Crest," Plainfield, N. J.

#### Richmond, Va., Feb. 23-28--Dept. of Superintendence

Everything indicates a most successful meeting. Fine list of speakers, a beautiful thriving city, rich in historical interest, reduced railroad and hotel rates, etc. For full information and map of city, address, D.W. Springer, Secretary N. E. A., Ann Arbor, Mich.

Bertha Johnston, editor of the "Committee of the Whole," and formerly editor of this magazine, is now on her way home from a trip to London, Eng.



## RURAL SCHOOL IMPROVEMENT

### WHAT SHALL WE DO WITH THE SINGLE ROOM SCHOOL?

By M. P. SHAWKEY,

State Superintendent of Schools, Charleston, W. Va.

EXCERPT FROM ADDRESS

The "little red school house" yet remains the biggest thing in our educational world. In the number of teachers employed it shows up a total of 212,380 as against a total of 299,570 in all the consolidated, graded, village and city schools of the nation. According to the excellent monograph put out a short time ago by Dr. Monahan, of the United States Bureau of Education, the rural schools of the country enroll something more than one-half of all the pupils in the United States and the single-room schools may claim 60 per cent of that number, or to quote the figures exactly, 6,689,970. If territorial extent were to be considered, the one-room school would probably surpass all others five to one. Only in per cent of attendance and the amount of money spent upon them do the single-room schools fall behind those in the larger groups. This fact I may say parenthetically ought to be taken into consideration when we put the single-room school in the balance.

Yet the "little red school house" with all of its history, all of its virtues, all of its sentiment, has become the storm center of criticism. Brickbats are being hurled at it from all quarters. These attacks are too indiscriminate. Blair of Illinois is right when he declares that no single generalization will describe these schools as a class.

There are, however, certain faults and defects particularly common among them. The remedy in one case will not fit in another.

There are three general remedies of great worth:

1. Abolish the one-room school by the process of substitution. There are thousands of places where the consolidated school may take the place of five to ten single-room schools and render immensely better service to the community.

2. Reinforce it with competent supervision. There are many thousands of cases where because of the bad roads and the physical conditions of the country the consolidated scheme is not now practical and in many of them it never will be. Here the single-room school may be greatly improved by providing a competent supervisor for each small rural unit. Such unit should not contain more than 20 to 40 schools.

3. Change its sex. Not than men are better than women teachers. They are not. The average teacher in the single-room school is a girl who sticks to her job three years and then marries or takes up a different profession. The single-room school is a task for a well-matured man or woman who will cast his fortune with the community and become its social leader.

In conclusion, the rural school mostly needs more money. It has been robbed by the concentration of

wealth in the cities. It has a big mission and deserves adequate support.

Hon. P. P. Claxton, U. S. Commissioner of Education, said recently with reference to improvement of rural schools:

Most important of all is the teacher. Nothing can be accomplished without competent teachers. The teacher makes the school. Without the teacher the machinery all runs to no purpose. The country schools, above all, must have teachers with good native ability, scholarship, professional preparation, and the skill that comes only from experience. We must demand a higher standard for a teacher's license. The principal of the country school should have not less than a good high school education, with two years at least of normal school or college, and the teacher must remain in one place long enough to understand the community and its needs. Without this, little of permanent value is possible. To bring this about, schools should be consolidated, good houses built, and as a part of the equipment of the schools, there should be provided a good home for the teacher, with from 20 to 40 acres of land. The home should not be costly, but comfortable and in good taste, such as any farmer with 40 or 50 acres of land may hope to build for himself if he is industrious and saving. The principal of the school should be required to live in the home and to cultivate the farm as a model farm for the community, with orchard and garden, poultry yard, and small dairy. The laws should require the State and National Departments of Agriculture, agricultural colleges, agricultural experiment stations, and farm-demonstration agents to help the teacher in every way possible. The use of the home and farm should be given the teacher in addition to his salary in money. Any man who ought to be permitted to serve as principal of a country school could make such home and farm worth to him twice as much as the average salary now paid to the principals of country schools in this section. The contract between the teacher and the school board should be for life or good behavior. In this way, and in this way only, may we hope to obtain and keep good teachers in the country schools. The additional cost would not be great. In the Southern States farm land is still cheap. If 30-year bonds were issued to pay for the land, the increase in its value by the end of the 30 years would be more than its total cost.

I would not enter in my list of friends,  
(Though grac'd with polish'd manners and fine  
sense,  
Yet wanting sensibility), the man  
Who needlessly sets foot upon a worm.  
—Cowper.

Choose an author as you choose a friend.—Earl  
of Roscommon.

Brevity is the soul of wit  
And tediousness the outward lips, and flourishes.  
—Shakespeare.

# NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

By Laura Rountree Smith

## A Valentine Play.

Cupid enters through a pretty gate, made of paper chains and the children follow him, marching in to the right and left. All the children carry heart-shaped valentines.

Cupid.

Paper hearts are quite a treat,  
Candy hearts are nice and sweet,  
But who will read a little rhyme,  
In memory of Saint Valentine?

1st child.

Saint Valentine lived long ago,  
And planted flowers sweet you know.

2nd child.

Very often he would send  
Some flowers to a little friend.

3rd child.

So on his birthday every year,  
We remember friends so dear.

4th child.

On the fourteenth we will send  
A valentine to every friend.

5th child.

Oh valentine with eyes so blue,  
Accept this heart, for I love you.

(This child, and the next one, exchange valentines.)

6th child.

Accept this heart for it's a sign  
You're chosen for my valentine.

7th child.

Hearts will open if you please,  
To very little "Thank-You" keys.

8th child.

Hearts and flowers we will send,  
Saint Valentine was the children's friend.

(The children now all circle round Cupid, singing to the same tune of the "Flag Game.")

Cupid is a jolly rover,  
Looking for a little rhyme,  
Cupid is a jolly rover,  
And he has a valentine.

Chorus.

I am coming, I am coming,  
Please accept this heart of mine.  
I am coming, I am coming,  
Will you be my valentine?

(As the children sing the chorus, they go toward the center of the circle and back, and Cupid chooses one child and they skip off and the rest follow.)

## Little Drummer Boys.

A Washington Birthday Exercise.

A Song and Drill for Twelve Very Small Boys.

(Twelve boys carry drums, on the ends are pasted red, white and blue paper. They enter marching and beating drums, while the tune "Yankee Doodle" is softly played.)

They march, come to the centre, still beating the drums. Hold drums out at arms' length. Hold up, down, right, left. Swing to and fro. Hold down with both hands. Raise slowly. Center couples separate, march right and left, beating drums. Lines meet in a circle. Hold drums on heads. March to the center of circle and back. Enter Little George Washington, wearing a red, white and blue sash, and a cocked hat. He carries a red flag. He goes inside the circle.)

(Children holding drums with red say.)

Who waves the red and white and blue?

All. Little George Washington.

(Children holding drums with blue say.)

To his country who is true?

All. Little George Washington.

(Children holding drums with white say.)

Who chopped the cherry tree in two?

All. Little George Washington.

(Little George Washington waves his flag while the song is sung and the children about him beat the drums.)

Song. Tune, "Yankee Doodle."

1.

A rat a tat, a rat a tat,  
The drums we all are bringing,  
A rat a tat, a rat a tat,  
Who'll join us in our singing?

Chorus.

Rat a tat, a tat, a tat,  
Hear the merry drummer?  
Rat a tat, a tat, a tat,  
Hear the merry drummer!

A rat a tat, a rat a tat,  
Oh, hear each drummer beating,  
A rat a tat, a rat a tat,  
Our gay song we're repeating!

Chorus.

(They all march off.)

## A FLAG GAME.

For 'tis Washington's birthday.

The children stand in two lines, facing each other.  
They choose a Captain who has a flag.

The children in the two lines march forward and back waving their right arms high, as though they had flags, and singing,

We will wave our bonnie banners,  
For we love the flag so gay,  
We will wave our bonnie banners,  
For Washington's Birthday.

The Captain now runs through the lines several times singing, as he waves his flag,

I am coming, I am coming,  
With the red and white and blue,  
I am coming, I am coming,  
And today I will choose you!

All.

With bonnie banner and little red drum  
The bravest soldier boys have come,  
To speak the name of Washington.

1st boy.

He was our dear first President,  
They built for him a monument.

3rd boy.

From every building let them sway,  
The flags for Washington's birthday!

2nd boy.

A, rat, a, tat, tat, our drums we beat,  
As we all go marching up the street.

All.

Then wave the banner and beat the drum,  
The bravest soldier boys have come,  
To speak the name of Washington.

I. Rountree Smith.

## A Flag Game.

Earl Blades.

We will wave our bon-nie banners, for we love the flag so gay, We will wave our bon-nie banners  
chorus-  
For 'tis Wash-ing-ton's Birth-day! I am com-ing, I am com-ing with the red and  
white and blue, I am com-ing I am com-ing, And to day I will choose  
you.

(As he sings the word "you," he indicates a child from either line, who steps out, and follows him. The Captain hands this child his flag, and they skip together through the lines, after the children have sung their verse as before.

The new captain chooses a child from either line, hands him the flag, and the three skip between the lines. In this way there is a new Captain chosen each time, and more and more children skip through the lines.

This may continue until half the children are standing in lines, and half are skipping through.

They may then all fall in two lines marching right and left to their seats.

This game should increase the love for the flag.

## With Banner and Drum.

(A Recitation to be given by three little boys who carry flags and drum.)

## Making a Valentine.

We will make a valentine,  
Heart-shaped, very large and fine. (a)  
We will write on it a line, (b)  
"To my chosen Valentine."  
Into an envelope 'twill go, (c)  
Then we will have to stamp it, so (d)  
Drop it in the mail and send  
A Valentine to every friend!

## Motions.

- Outline heart with fingers of both hands.
- Write in the air with right hand.
- Place right palm on left.
- Place first finger of right hand on left hand.
- Extend right arm.

## Scale Song.

February days are coming,  
I will write you just a line.  
On the fourteenth I am sending  
Such a pretty valentine.



HELEN KELLER

**Helen Keller's Greeting to Dr. Montessori.**

"Blessed are the feet of her who comes across the sea with a message of liberty to the children of America."

Courtesy of the Woman's Journal, Boston, Mass.

DR. MONTESSORI

**ANNOUNCEMENTS OF KINDERGARTEN MEETINGS  
CONVENTIONS, LECTURES, ETC.**

Under this heading we shall be pleased to publish without any charge whatever, announcements of kindergarten meetings. Notices must reach us on or before the 15th of the preceding month to insure insertion in the following number.

**Kindergarten Section—Department of Superintendence, N. E. A.—Program for Meeting at Richmond.**

The N. E. A. committee of the International Kindergarten Union has prepared the following program for Thursday afternoon, February 26th, in connection with the meeting of the Department of Superintendence:

1. Testing the Kindergarten by Its Results.  
Prof. Henry W. Holmes, Harvard University.  
Discussion opened by Miss Mary Pennell, Kindergarten and Primary Supervisor, Richmond, Va.

2. The Kindergarten in Relation to Social Welfare.  
Mrs. Frederic K. Schoff, President National Congress of Mothers, Philadelphia, Pa.  
Discussion by Miss Elizabeth Jenkins, Chicago, Illinois.
3. The Kindergarten in Relation to the Primary School and the Training of Teachers.  
Mr. Franklin K. Dyer, Superintendent of Schools, Boston, Mass.

The February meeting of the New York Public School Kindergarten Association will be unusually interesting. Professor Patty S. Hill will deliver an address. Subject: "The Educational Value of the Doll."—Date Feb. 18

We expect to give full particulars relative to the coming meeting of the International Kindergarten Union in our next issue.

Dr. W. N. Hailmann is enjoying the winter in California.

The largest educational organization in the world is coming to the Panama-Pacific International Exposition to lend dignity and learning to the celebration of the completion of the Panama canal. James A. Barr, Chief of the Exposition's Bureau of Conventions and Societies, estimates that more than 40,000 pedagogues will be enrolled in the active and associate list of visiting members when the National Education Association assembles during the vacation month of July, 1915. In this enrollment, representatives of the widest extremes in the science of teaching will be found, from the president of venerable university institutions to the not less important aids to a nation's literacy—those who have charge of the instruction of the boys and girls everywhere throughout the United States.

At the last convention, which was held in Salt Lake City last July, the vote to meet in San Francisco was practically unanimous. When the next assemblage of teachers is held in St. Paul, in July, 1914, it is expected that this action will be ratified with enthusiastic unanimity, and in this assumption to provide for an International Congress of Education to be held in San Francisco also in July, 1915.

Secretary Durand W. Springer, of the N. E. A. went to Washington a few days ago to meet President Joseph Swain and United States Commissioner Philander P. Claxton and map out a plan to interest the pedagogic experts of Europe in the contemplated international congress to the end that the assemblage of instructors be in fact as well as name, truly international.

That the interest in the forthcoming meeting of teachers is widespread throughout the United States and Canada is manifested by the volume of letters to the Exposition asking for information concerning costs and accommodations. It is evident that the heroines of many a sequestered school district are saving their pennies against the expenses of a trip to this convention, which promises to be of epochal importance in the history of education.

In connection with the convention of the N. E. A., the University of California is planning a summer school of unusual interest and value which will correlate with the convention in advantages to the thousands of visitors. President Benjamin Ide Wheeler, as one of the commission on the International Congress of Education appointed by the N. E. A., last July, is naturally taking an interest in the plans formulating for the summer school of 1915 and thus the advantages to teachers of all grades and classes, as well as to the layman merely interested in the progress of education bid fair to be manifold, inclusive, as they are, of the meeting of the National Education Association, the assemblage of the greatest of the world's great teachers in International Congress, the estimable benefits of the International Exposition; the Berkeley Summer School and last, but not least, a vacation in Sunny California.

## BOOK NOTES

**Nixie Bunny in Workaday Land.** A reader of occupation and industry for the second and third grades. By Joseph C. Sindelar. Cloth, 143 pps. Price 40c net. Published by Beckley-Cardy Co., Chicago, Ill.

Nixie Bunny in Workaday-Land is a companion volume to Nixie Bunny in Manners-Land, being the second book of the Nixie Bunny Series. It is written in the same choice and delightful style, and has been designed to supply the little folks with a reader of occupation and industry in the form of a fairy tale. Each chapter has unity and strength, and the book itself supplies a definite educational purpose.

There is an abundance of reading matter, and the pictures are full of life and child-interest.

**Improving Songs for Anxious Children.** Words, Music, and Pictures by John and Rue Carpenter. Boards. 50 very large pages. Price, net \$1.50. The Boston Music Company, Boston, Mass.

This collection of songs, which are complete with music, and many beautiful illustrations in color, includes the following: Stout; Practicing; For Careless Children; Red Hair; The Liar; A Wicked Child; Spring; Maria,—Glutton; Good Ellen; War; Vanity; Humility; A Plan; Brother; Making Calls; Contemplation; and When the Night Comes.

**The Beacon First Reader.** By James H. Fassett, Supt. of Schools, Nashua, N. H. Cloth, 160 pps. Price 35c. Published by Ginn & Co., Boston, New York and Chicago.

The "Beacon First Reader" differs from other first readers in that all the material has been carefully arranged with reference to its phonetic difficulties. So far as possible, unphonetic words have been excluded from the stories in the first part of the book. As the work progresses, however, more and more unphonetic words are introduced, but so gradually has this been done that at no time does the child meet with the discouragement of insurmountable difficulties. In selecting material the plan has been to present only stories that have stood the test of time—stories which the child delights to hear repeated again and again. The interest with which the child reads the classic tales he loves proves a most effective stimulus to his reading power. The power which this element of interest lends cannot be emphasized too strongly.

## FREE WANT ADVS.

Any of our subscribers, who wish to secure positions, to obtain information, buy or sell Kindergarten material, buy or sell back numbers of this Magazine, or any Magazine, purchase or sell books, etc., can, until further notice, use this column entirely free of charge. No advertisement to run longer than two issues, or to contain more than 25 words.

**WANTED**—At 15 cents per copy, the Kindergarten Primary Magazine for February, 1910. Address Albert V. J. Vas, M. A., Assistant Inspector of Schools, Tanjors, Madras Presidency, India.

**FOR SALE**—Two Paradise of Childhood, quarter century edition, new, at \$1.00, half price. J. H. Shults, Manistee, Mich.

**WANTED**—Back number of the Kindergarten Magazine, for January, 1913. Address, Assistant Inspector of Schools, Eaujaeu District, Madras, India.

**FOR SALE**—The following Kindergarten books at 40 per cent discount. Folk Songs and Other Songs for Children, by Jame Whitehead, Net \$1.60. Song Echoes from Child Land, by Harriet Jenks Net \$1.60; Kindergarten Chimes, by Kate Douglas Wiggin, Net 75 cents. J. H. Shults Co., Manistee, Mich.

**SITUATION WANTED**—Graduate of Grand Rapids Kindergarten Training School. Have done substitute work. Address J. H. S., 354 Third St., Manistee, Mich.

**WANTED**—Back numbers of the Kindergarten Magazine, beginning with September, 1896, and ending with June, 1897. Address, Mrs. Richard H. Wyman, 512 Lee St., Evanston, Ill.

**WANTED**—Back numbers of the Kindergarten Primary Magazine for June, 1909. Address, Assistant Inspector of Schools, Trichinopoly District, Madras, India.

**FOR SALE**—Five bound volumes of the Kindergarten Magazine, beginning with the first number. Address, Nora A. Smith, Hotel St. Albans, 351 West 28th St., New York City, N. Y.

**FOR SALE**—Complete file of Kindergarten Magazine, volume six to volume 25, inclusive. Address, Nora A. Smith, Hotel St. Albans, 351 West 28th St., New York City, N. Y.

**WANTED**—Back number of the Kindergarten-Primary Magazine for January, 1913 Address Mary L. Millis, 518 Webster St., Traverse City, Mich.

**WANTED**—Back number of the Kindergarten Magazine for February, 1909. Will pay double price. Address, F. P. Baker Co., 4 and 5 Bond Court, Walbrook, London, England.

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# BOOKS FOR KINDERGARTEN AND PRIMARY TEACHERS--WHERE TO SEND

THIS page is published for the benefit of our subscribers scattered over the U. S., many of them remote from stores where books relating to their work can be obtained. It will tell you where to send. Look it over each issue and it will keep you posted as to the latest books for Kindergarten and Primary Teachers.

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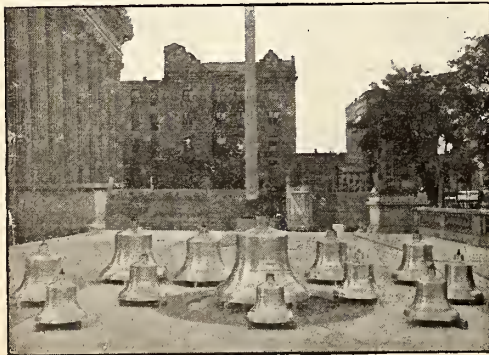
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# SPRINGFIELD, MASSACHUSETTS

Place of Meeting for the 21st Annual Meeting of the International Kindergarten Union.

## SOME POINTS OF INTEREST



THE MUNICIPAL CHIMES



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# THE KINDERGARTEN

— PRIMARY —

## MAGAZINE



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J. H. SHULTS, MANAGER.

MARCH, 1914.

VOL. XXVI--No. 7

### EDITORIAL NOTES.

For the second time for many years in the past, the annual meeting of the International Kindergarten Union will be held in one of the relatively small cities of the United States,—Springfield, Mass, with a population of about 93,000. A meeting of large profit was held at Des Moines, a city of about the same size, in 1912, and no lack of accommodations were experienced there. Springfield is abundantly able to care for the meeting. It is located in a section where the kindergarten interests are strong, and with the excellent program (which appears elsewhere in this magazine) we know of no reason why the 21st Annual Meeting should not prove a great success. We give below brief facts relative to Springfield.

### SOME FACTS ABOUT SPRINGFIELD.

Springfield was organized as a town in 1836, and became a city in 1852. It has a total area of 38.53 square miles. The present population is 93,000. Property valuation about 150 million dollars, with the extremely low tax rate of \$15.50 per thousand. Has 346 manufacturing establishments, employing 12,000 hands; 63 churches, 6 hospitals, Y. M. C. A., Y. W. C. A. institutions, many lodge and club organizations; 10 banks and trust companies; 17 schools and colleges; 25 hotels; 3 daily newspapers, 4 weekly, one tri-weekly, and one agricultural paper; 500 acres of parks, of which Forest Park is the largest.

### Some Points of Interest in Springfield.

United States Armory, the present site of which was selected by George Washington in 1739. About 750 men are now employed here in the manufacture of firearms. First church organized in 1637. New public library, art museum, science building or Museum of Natural History, St. Michael's Cathedral, Forest Park, Municipal building, Auditorium, Campanile, Springfield and Oak Grove cemeteries, St. Gauden's famous statue, "The Puritan," McKinley memorial

monument, Hampton county court house, Springfield Hall of Records, etc.

### Schools and Colleges of Springfield.

- Kindergarten Training School, Miss Hattie Twitchell, 64 Court St.
- American International College, 969 State St.
- Bay Path Institute (Commercial), 292 Main St.
- Central High School, State near Maple.
- The Elms (for girls), 141 High St.
- Y. M. C. A. College, 287 Hickory St.
- International Institute and School of Modern Languages, 619 Chestnut St.
- MacDuffie School (for girls), 182 Central St.
- Massachusetts Engineering School, 41 Sharon St.
- Sacred Heart School (girls), Everett St.
- St. Michael School, Elliott St.
- Griffin's, the Springfield Business School, 29 Worthington St.
- Springfield Civil Service School, 535½ Main St.
- Springfield Conservatory of Music, 351 Main St.
- Technical High School, 53 Elliot St.
- Y. M. C. A. (commercial and trade), 166 State St.

If any one, at any time, has seriously entertained the thought that the Montessori method could supplant the kindergarten, the logic of events must certainly dispel the thought. The kindergarten is growing. It welcomes every new thought and principle that can fairly be presumed to help in the great work of training little children. It will sift out the good and discard the inefficient and impractical, as it is already doing in relation to the Montessori Method.

An excellent article on the Montessori Method, the Kindergarten and the Gary School, by Dr. Mary E. Law, of Toledo, will appear in our next issue.

The Kindergarten-Primary Magazine for 1914-1915 will be larger and better than ever.



## OUTDOOR SCHOOLS

BY ADA MAE BROOKS.

The value of the outdoor school is no longer debatable. It has passed that stage. The question is how to make it workable. The intelligent mind is not asking "Why," but "How."

No one questions that the need of humanity is a clear, spiritual vision. No one questions that this is best obtained thro' the keen clear seeing mind. No one questions that the mind is freshest, keenest, when untrammled by the physical. Everyone knows that for physical fitness the lungs need pure air, the growing body needs freedom, the eye needs the far reaches and the restful changeful colorings of nature. Everyone knows that the typical schoolroom does not furnish these. They are just at hand, just outside, just thro' a door. So near! Then why are we so long in coming into our own?

Why are we so long in claiming our inheritance,—this big, rich inheritance? BECAUSE WE'VE BEEN SO LONG INDOOR TEACHERS. Our movements have been regulated for so many years by four limiting walls and tho' the eye has caught out door visions thro' the shaded windows, yet we have allowed these walls to "a prison make," confining the body and hindering the spirit. We've even feared the out doors,—as example,—at beautiful Avalon, on Catalina Island, where the new school house was built with windows high, on the ocean side, fearing the distraction of wide waters and passing vessels.

Pardon the humiliating comparison. But have we not been something like those old work horses who, given their freedom after years in double harness, went round and round in their big new pastures, in couples, just as they did when they wore the restraining harness. That we are bound today by the old habits we have abundant proof. Pardon a personal allusion. A teacher came to us with the highest recommendations. She proved herself fully qualified for the shut in school but frankly owned to being disqualified for the outside one, resigning before anyone had even criticized her, saying, "I miss the rows of desks and the formalities of my old school room. I just can't teach with the children seated around the tree." (We have a table like Froebel's around an oak tree.)

It was the same with a gymnasium teacher some years ago, (His shadow has grown less) who didn't see how to take his class out doors for their exercise because there were no desk rows in which to have them perform. Unlike the chambered nautilus we stay in the low vaulted past and allow ourselves to be chambered and cramped by the old shell.

The first requisite of an out door school is an out door teacher. The out doors is secondary. Where find her? Keep that question in mind and pardon a seeming digression when we bid you look from the present out and back to your childhood days. There are meadows and bees, grain fields with their annual

mystery of varied seed and waving harvests. See the hazel nuts and hickory nuts and walnuts gathered by rollicking boys and girls in the autumn. Remember the cows driven home from the pastures, the eggs gathered from the mow. Hear the birds singing in the trees. See yourself amongst all and of it all. Now look again on your present self. Do you find there any love for those things? They were so lovely in the happy free days? Have you kept the spirit of it all? And would you share it all with the children? Then you have the first requisite for an out door teacher. Love for all and a readiness to share that love with others. If you have this spirit you will appreciate the little Los Angeles boy, considered the most interesting child in his room who managed to play truant 53 days this spring spending his time in the park, and when questioned as to how he spent it, re said, "Oh, with the tadpoles and things." You will appreciate and love Marie, who came panting and dirty an hour late to kindergarten tumbling a big newspaper bundle in her teacher's lap, exclaiming, "Look out, it will bite," said bundle proving after delicate handling to be a young gopher, which Marie had discovered on her way to school and had dug up, confining it in the paper with a quantity of soil, so, as she sympathetically explained, "that it would be happy."

You will welcome Helen who came late bringing with glowing face to a sympathetic teacher her gathered dress skirt full of things which had said good morning to her on her way to school.

You will appreciate these children and want to supply their needs, which are only fully met by the out door school. But there will be many adjustments to be made. A real out door school must take into account sunshine and shade, wet and cold, nesting b'rd and fluttering butterfly, slimy slug and opening flower. Take them all into account and use them all. And let me say that the best outdoor school is completely out doors with a nearby sheltering house,—best for several reasons. There can be no drafts and it gives the sun in cool weather. Then there is no roof to shut us out from the beauty of the strong tree limbs, the grace of the morning green leaves, the depths of the infinite blue beyond.

It's very, very beautiful and seems so entirely natural to hear above us that sweetest of bird music, a grossbeak's liquid trill, to catch a brilliant flash of orange and black and yellow-white and to discover that a pair of these birds have established a rival outdoor school in the branches just over our heads, where the bird students are taking their first lessons in flying. With keenest interest and with sympathetic appreciation we watch these beginners as they teeter hesitating on the edge of their nest, then quiveringly take their flight down and out to the lawn where by and by they share apples and crumbs with the delighted children. Just beside our tables a pair of towhees companion with us, while on a high branch a redheaded woodpecker tap, tap, taps, calling our attention to his nodding approval to our wisdom in patterning after the birds. A discordant call and a flash of azure and a jay screams his second to the woodpeckers. A droning undertone and a big black and yellow bumble bee passes laden to

her out door school in a neighboring log. Oh the wonders that are revealed to us out under the trees and skies. There "Heaven is given away." There "God is had for the asking."

But the freedom of the out door calls for careful planning. Is it warm? Shade is sought. Is it cool? Tables are moved into the sun and big hats are donned. Cooler? Sweaters are drawn on. Damp? Rugs are spread. Damper? Rubber shoes are worn. Dampest? If it rains tables and chairs are moved in doors by the fire. The question arises, "Does this not tend to dissipation of thought? Will the children learn concentration when there is so much about calling attention from their books? We answer, "We find the children develop a sixth sense. *The relative value of things.* They do not make that rigid distinction between the real world and the book world which is so common and so disastrous, but consider that they and their teachers and books and nature are all one. We think that it is not dissipation to give attention to every passing phase of nature's handiwork. It's appreciation. We think that concentration is gained by this absorbing interest in nature's lessons. We think the child's education well begun if he has learned to look with wide opened eyes and intelligent mind upon all of this big interesting world that comes within his radius. If this is error our greatest have erred.

There was never a king like Solomon,  
Not since the world began;  
Yet Solomon talked to butterflies,  
As man would talk to man.  
There was never a queen like Balkis  
From beginning to the end;  
Yet Balkis talked to butterflies,  
As you would talk to a friend.  
She was queen of Sheba and he was Israel's lord,  
Yet both of 'em talked to butterflies  
When they took their walks abroad.

—Kipling.

And the greatest poet and teacher has bid us "consider the lilies." And aren't the children and the world through them losing much because of this lack of freedom, this opportunity to grow? Our poets will not be able to sing their sweetest notes. Our statesmen be so strong or teachers so wise and sympathetic if some thing of the bird's song, the oak's strength, the harmony of all nature have not become a part of their lives.

Sitting at her table under the oak one morning a little poet, sunny faced, nature loving Polly gently said one morning. "I've made a poetry." And while we waited expectantly she gave,

"I love the sun when it shines,  
I love the rain when it rains,  
I love the spring,  
When the birdies sing,  
I love every growing thing."

And right there with the birds joining in we set it to music and have named it, "Broadoak's Confession of Faith."

A very different kind of character is our four-year-

old Dorothea, the strong, the born leader, who outstrips all rivals in contests of strength, who has conquered by climbing the oak, who has Waterloos to meet before she learns that there are forces which even she cannot control and who is meeting them here under careful guardianship. Dorothea who says, "When I am big I am going to boss God." Would you spoil the world of a poet's song, of a leader's strength by limiting their powers to the schedule of the regulation school. But ideal conditions may not prevail. Broad-oaks and near by Arroyos are not for all, but with the out door spirit a teacher will take every advantage offered. A superintendent said of one of his teachers, who sought every opportunity to take her class out, "Give her a bench in the yard and she will have a kindergarten." You have no trees? Then plant them. You haven't the grounds? Then work to get them or as some have done, go out on the roof. Our climate is cold? Then wrap up. You can at least open windows and will if you have an open mind—a mind unlimited and unfettered by creed or dogma—a mind uncontaminated by the unfruitful past.—An Address at N. E. A.

#### DEMONSTRATION KINDERGARTEN FOR COLORED CHILDREN.

A Demonstration Kindergarten has recently been opened for colored children at Chattanooga, Tenn., by the National Kindergarten Association, co-operating with the Bureau of Education. It will be supported temporarily by Miss Bessie Locke, of New York, in memory of her mother, Jane Schouled Locke. It is believed by those familiar with Chattanooga and its people that it will be necessary to support the Demonstration Kindergarten there but a short time when the local people will become sufficiently interested in this important work to assume the care and maintenance of the kindergarten, thus enabling the demonstrator to go to another city to repeat the demonstration. A second one will soon be opened in another southern city, which will be maintained by Miss Elizabeth R. Wellington in memory of her mother, Mary D. Wellington.

Dr. Claxton, the United States Commissioner of Education, speaking of kindergartens for the colored race, has said: "Those who know the negro best, know that he does respond to the influences of right education. If his education is to have this transforming influence, should it not be begun in early childhood? And what type of school is better fitted for this purpose than the kindergarten?"

The Troubadours used to call their art of writing poetry the gay science. What, I'd like to know, is gayer than mine? I have to do with youth in the very spring-time of life. Let me recognize that its impelling force is delight. The powers of evil know this. They seek to get these children from us by the lure of music, the dance, and the promise of pleasure.—Wm. McAndrew in *Journal of Education*, Boston.

When angry, count ten before you speak; if very angry, a hundred.—Jefferson.

REPORT OF DR. JOHN DEWEY'S RECENT  
LECTURE ON ROUSSEAU, PESTALOZZI,  
FROEBEL AND MONTESSORI.

Before the Federation for Child Study.

The Federation for Child Study is an organization of women connected with the Society for Ethical Culture of New York City. It works in chapters. Several of these groups of women are meeting weekly to study, under a leader, different books relating to childhood. Papers are read and discussed by the members.

Occasionally a special course of lectures is given by a distinguished lecturer.

This year this active body of women have secured Dr. John Dewey to give five lectures upon "Some Leading Ideas in Modern Education," as follows:

January 13—"Natural Development (Rousseau).

January 20—"Natural Development" (Pestalozzi) and Froebel).

January 27—"Formation by Use of Subject Matter."

February 3—"Social Utility."

February 10—"Work and Play in Social Environments."

In the first lecture Dr. Dewey showed that the great importance of Rousseau in educational theory is due to his emphasis upon the principle of growth according to nature. Rousseau does not distinguish, however, says Dr. Dewey, between growth as setting the *end* to be reached and supplying a method for reaching the true educational end. We find, he says, some things in Rousseau vital and operative today, and also others that are false and misleading.

Rousseau never instituted a school nor any particular technique to carry out his ideas.

Rousseau confuses, as we do today, two unrelated ideas of nature: one meaning of native unlearned capacities and an order of development; the other meaning opposition to social life and to culture. Both of these confusions persist to this day.

Pestalozzi and Froebel, while accepting the theory of natural development, did lay out definite methods of procedure to put these ideas into execution. They founded schools.

In all three, false and true, good and bad have been mingled.

The elementary school of today is largely Pestalozzian in character. What commonly goes as pedagogy in the popular mind is largely Pestalozzian, so that it becomes a vital matter to discriminate in his teachings the sources of power from weakness.

Pestalozzi taught that education has its model in Nature. We must develop in Nature's order. He accentuates the idea that Nature is a revelation of the divine. He is pre-eminently reverent and religious.

This is true also of Froebel and of Montessori.

Pestalozzi shared with Rousseau the theory of innate powers which unfold in an intrinsic order; we educate for good or ill according as we facilitate this order; if we interfere, we weaken the natural sources of power.

One great difference between Rousseau and Pestalozzi is that Pestalozzi believed and looked for political

regeneration by means of education. Rousseau did not. He, Rousseau, believed a social and political revolution must come before education could be put on the right basis. So Rousseau took the child out of society, educated him apart from the social whole in isolation under a tutor.

Pestalozzi's deepest motives were philanthropic. He should be Saint Pestalozzi equally with Saint Francis! He believed social life with our fellow beings essential to education and to the improvement of society in the end.

He believed that Nature educates for social life and by means of social life. First and foremost he believed in the educational power of the *family circle*. Another one of Pestalozzi's best contributions is that intellectual development comes through social activities.

Education requires a natural, social environment which to Pestalozzi was the *family circle*, or something which approximates it in the school.

This home atmosphere creates a direct feeling for *reality*. It is an immediate, close environment, and enforces particular immediate relations adapted to future situations. Nature's road leads to reality.

This is vital. It is not an idea which lends itself to mechanizing.

Pestalozzi gathered twenty vagabonds and made a household of them. They worked in the fields in summer and spun and wove in the winter. Meanwhile they learned to read, to write, and recite the catechism.

We talk about "education by doing" but select the *remote*. We do not put the children in social relations and get their judgments in these social groups. The child loses the sense and feeling of reality.

(To be continued.)

—Reported by Dr. Jenny B. Merrill.

It is for the teacher to discover to the child his own ability toward the materials presented, and his own power to accomplish worthy purposes. It is only as we know the possibilities of child nature, the individual differences and uniformities, that a clear and concise idea of the state of the pupil's mind, of his wants, of his thoughts and feelings and of his abilities can be formed. It is only as the teacher interests herself in the things that are of interest to the children, only as she looks at things through the eyes of the children instead of trying to make the children see through her eyes, only as she thinks with minds of the children, that she can adapt the process of teaching to the learning process of the child mind.—Laura Emily Mau, in *Primary Education*.

I want a teacher to be the most attractive, charming, and companionable person in the world, because by so being she not only performs the function of the school better, but more completely lives her own life. The **first requirement of a companion of youth is to be alive, to smile.** Get in front of the mirror and practice until you begin to see how radiant you can look. Then try it on children.—Wm. McAndrew, in *Journal of Education*, Boston.

Hope for the best; get ready for the worst.



# THE KINDERGARTEN PROGRAM

## WITH SPECIAL REFERENCE TO THE MONTH OF MARCH

By JENNY B. MERRILL, Pd. D.

Late Supervisor of Public School Kindergartens. New York City; Special Lecturer on Educational Topics

### SUGGESTIVE OUTLINE PROGRAM

It seems impossible for a person who realizes the different localities reached by our Kindergarten Magazine, varying from Canada to Mexico, to say nothing of South Africa and Japan, to attempt to make a program by weeks. Homes have so many activities in common and yet each mother must do her only special planning for each day as it comes.

A glance ahead at a possible program for some one Kindergarten is always helpful, and yet such a program could not fit fully into another's individual need.

The program prescribed is a composite one, showing possibilities rather than actualities.

March is a changeable month and, as the old saying has it, may "Come in like a lamb and go out like a lion," or may reverse the story. Hence it is particularly difficult to state beforehand which topics it will be best to consider in the first week.

Again, nationalities differ in our large cities, the knowledge of language or lack of it determines what stories, songs and poems may be judiciously presented.

Good Kindergarten, trust no one to make *you* a program for *your children*.

Read, digest, review your last month's work, your last year's work in March, and modify according to your best judgment. Do not neglect Froebel's great law, "Education should be *passive, following*," or again, "Observe the child; he will show you what to do." If you have too fixed a program in your mind you will be sure to force it on the child, and will fail to observe the interesting action of the little child's mind.

Be yourself so full of the spirit of March, have so many stories, songs, objects, pictures, games, occupations at your command that you can readily drop this for that as the child points the way. It is your privilege to put things in the child's environment that will attract him; it is your privilege to have him walk out with you into the open air of heaven; it is your privilege to sing to him what you please, with no fear that he will not listen.

It is your privilege to illustrate your stories on the blackboard as a hint to him. It is your privilege to move gently, gracefully and with poise that he may unconsciously imitate your very movements. It is also your duty to stand back and observe the child, and by so doing, you will yourself unconsciously grow sweeter, nobler, purer.

In presenting a possible list of subjects for conversation, story and song, we recognize that the child needs to receive *impressions*.

In games, rhythms, gifts and occupations, we recognize that the child needs to throw out these impressions,

that is, he needs to express himself in tone, in language, in play and in work.

As we have indicated, we do not always know just what the child most desires to express and so we give him much opportunity for free play and free work. Besides our lack of knowledge in this direction, it is also necessary for the child to become accustomed to initiate activity, not always to wait for suggestion.

### MARCH.

#### MARCH PROGRAM.

Subject-Matter—for Conversations, Stories, Songs.  
(Possibly 1st week.)

The Call of Spring—  
The sun's warmth.  
Melting ice and snow.  
Longer days. Sunrise.)

(2d week.)

Water—  
Its forms and uses.  
Home of duck, frog and fish.

(3d week.)

Tree changes. Twigs in water.  
First birds, flowers and grass.  
(4th week.)  
The wind. (See Mother Play Picture.)

(5th week.)

House cleaning and redecoration of Kindergarten room.  
Spring clothing.  
Preparation for planting.

### STORIES.

Sun and Wind (fable).  
The Bird's Nest.  
Story of Polly-wog.  
Pussy Willow's Fur Cap.  
The Shadow—playmate.  
Story of a Rain-drop.  
Stepping Stones (More Mother Stories—Lindsay.)

### PICTURES.

Mother-Play Picture—The Wind.  
The Windmill—A Spring Landscape.  
Birds' Return.

### SONGS AND POEMS.

Kite—Wind Song (DeKoven).  
The Weather-vane.  
Mother-Play Songs—

The Wind (Stevenson).  
 The Windmill (Gaynor).  
 Bird Songs.  
 Rain Song.  
 Sun Song.  
 Pussy Willow Song or Poem.  
 Take a little seed.

## GAMES.

Dramatize gradually the playfulness and usefulness of "The Wind." Imitate sounds of wind.

Dramatize "The Stream," after interest in water. Also "Stepping Stones."

Play "Windmill," children back to back, extended arms.

Pigeon-house.

Dramatize Building of Nest.

Dramatize Pond with Fishes and Tadpoles.

## FINGER PLAYS.

Turning the hand for a weather-vane.

Two White Ducks—washing hands. (Poulssen's Father and Baby Plays.)

Little Seed ((Warner's Dozen and Two).

Watering Pot.

In the branches of a tree.

## SENSE GAMES.

Sort seeds by sense of touch.

Balance—walk with object on head.

Arrange seeds by size, color or form.

Point in direction of sun.

Identify songs by humming first line.

Play Cuckoo.

Identify the shadow of a particular child or object.

## RHYTHMS.

Walk, run, skip around the ring.

Walk into the ring, step back (1, 2, 3).

Skip with partners.

High stepping.

Birds hopping.

Frogs jumping.

Bowing game.

Rowing.

Bouncing balls.

Flying kites.

(For sequences and grades in rhythm, consult Games, Rhythms and Finger Plays for the Kindergarten. A selected list compiled by a committee of the New York Public School Kindergarten Association. Address E. M. Phelps, Cor. Secy, N. Y. P. S. Kdgten. Asso., 35 W. 79th St., N. Y. C.)

## GIFTS.

First—Used in games.

Second—Clothesline put up on posts.

Third, Fourth, Fifth, Sixth—Building gifts given according to advancement of different groups.

Talks on *Water*—Suggest building bridge, boat, dock, lighthouse.

On *Wind*—Weather-vane, windmill, the turning figures in forms of beauty, balloon or air-ship.

On *House Cleaning*—Houses, furniture. Much free work.

*Sticks and Rings*—The sun, a tree, a kite, a fish, a brook, a pond, twigs. Much free work.

*Seeds*—Sorting and preparing for planting. Notice shapes and colors of seeds (See article for Rural schools).

Advanced group may use sticks, rings and seeds together.

*Tablets*.—Used for borders and designs for refurbishing doll's house. Also for puzzles. (See article on Tablets, Kindergarten Magazine for Nov., 1913).

## OCCUPATIONS.

Free work in *sand* and *clay*. Finally build a wind scene in the sand box.

Forms in clay—A fish, a worm, a nest, a bird, an egg, a boat, pussy-willow.

*Painting*—Water sky, grass, fence, a tree, pussy-willow twigs, tulip, daffodil, or any spring flower children have seen.

*Drawing*—Kites, boats, a brook, a fish. Illustrate stories, songs or games.

*Folding and Cutting*—A pin-wheel, a fish, a kite, a twig, a boat. (Much free cutting cardboard or paper.)

*Construction*—A windmill, a kite.

*Sewing and Weaving*.—Six splints woven to make a window.

Eight splints woven to make a ladder.

Colored splints in an oilcloth mat.

*Sewing*.—According to age.

Sewing without a needle or with a needle simply to fasten when necessary. Tie cord on kite. (Few stitches if any at this age.)

NOTE.—Sewing "without a needle" is an occupation suggested by Mrs. Kraus Boelte. Worsted is wound over the edge of cardboard which has been slit. Pricking and sewing with a needle is condemned by many physicians as being injurious to the eyes of children under seven. If used at all, select coarse needles, coarse worsted and have large holes punched. Some use shoe laces in specially prepared cardboard.

#### A FEW REPORTS OF PREVIOUS WORK ACCOMPLISHED DURING THE MONTH OF MARCH, ESPECIALLY IN NATURE WORK.

1. We went for a walk to see a weather-vane and another time went to see some new chickens. We have taken one walk in the woods to look for flowers and buds.—A. B.

2. This has been the most interesting month we have had in the Kindergarten this year. Spring seems so far advanced over here. We have taken a walk each week and seen many little broods of chickens and studied the different buds and shapes of the little leaves. We brought back a sprig of each different tree we could find and have watched the buds swelling and the little leaves coming out in our kindergarten—A. A. A.

3. Planting.—We commenced gardening about March 15. Peas and beans are now flourishing, radishes are up. The mice eat most of the corn and their burrowing is very interesting to the children. A small cart is

already filled with hay. Our barn will not be able to hold our hay crop as it increases rapidly. We need toy animals for our farm; they should be indestructible and in some reasonable proportion. We would be glad to learn of a place where they can be bought.—M. H. N.

4. Our egg shell farm was very successful. The children took them home after planting oats in the shells, and during the past week several children have brought the growing oats in the shells back to the kindergarten for us to see. Oats which we had planted in our sand box grew five inches high and just at that time a Bunny spent three days visiting us. He was so at home up on the window sill in this box and he ate up most of the oat shoots much to our delight.—E. J. T.

5. Planting.—We grew some bird-seed which the children fed to Dicky, and we now have some lettuce growing for him. Children brought individual pots in which they planted various kinds of seeds, and which they will take home later in the year.—M. S. T.

6. We have been unable to plant seeds on account of stained-glass windows and lack of sunshine. As soon as it gets warm enough, we will plant seeds in boxes out in the yard. One of the children brought a bulb and we put that in water. Without any sunlight it has grown rather tall and not very green, but the children have been interested in watching it, nevertheless.—M. E. J.

7. One morning we cut out the inside of a carrot, filled it with water, and hung it up by strings. As yet it has not sprouted. The children are eager to see what is going to happen to it, and a great many promised to bring sweet potatoes if the carrot proves successful. Later on we will plant seeds in the yard.—M. M.

7. We have had no out-door planting this month, owing to lack of garden tools, which have not come yet, although they were ordered two months ago. Some of the old garden is looking very nice though, while tulip buds planted in the autumn and carefully covered are "peeping" up beautifully. We planted indoor tulip and hyacinth bulbs, grass seeds and beans. The tulips have two buds, which are looked at and remarked about and copied fifty times a day. The hyacinths are slower, but very satisfactory so far. The bird-seed tray is called "the dolls' garden," and no seed is allowed to "peep" without every one knowing it.—F. D. McL.

8. March.—The children planted seeds in-doors on sponge, moss and in cones. Also a few large seeds—beans, peas in a flower pot.—A. M. H.

9. Each child with rake and shovel filled his small flower pot and planted his seeds. These will be taken home this week. Some large flower pots were also filled with nasturtium, morning glory, some large beans and other seeds.—E. S.

10. The children are cutting more readily, though the results are not very satisfactory. The kindergarten children in Upper Montclair sent down a box of pussy-willows, cherry buds and horse chestnut twigs. The children each had a branch of pussy-willow to

take home, and we are watching the cherry and horse chestnut buds open. We have been out on the bridge to feel the wind and see the sail boats and clouds, and flags blowing.—W. R. G. R.

11. We had a box of soil from last year. One child brought some oats from her father's stable. Another one had a toy shovel with which he dug up the dirt to imitate the farmer's plowing. Then each child planted one oat seed. Every day we gave them water. We were very much interested to see how much they grew each day, and a number of children told me they found oats and planted them.—M. C.

12. We have started planting. We soaked beans, and found little plant; it was very wonderful to children. We have branches budding, pussy-willows, cocoons, etc.—A. J. B.

13. When the warm days came last week it seemed the proper time for planting, so I procured seeds and we started them. In a box I started pease, oats in another, and in a pot we planted a bulb—*Lilium Eratum*—said to blossom in 8 weeks. I have had much success with peas. They climb and look very pretty. Oats are good, I think, for they come up soon and the children know what they are.—G. I. T.

14. The children enjoyed the morning we prepared our box for seeds. I spread a large paper upon the floor and emptied the earth upon it. They had a good time digging in the earth, picking out the stones, finding the little worms, a few little shoots of grass or a seed beginning to sprout. With so many little hands pulverizing it, our earth was soon ready for the little seeds, and each child planted several. I wish very much you could have spent that hour with us, as I feel sure you would have enjoyed the happiness of these little children.—K. G. C.

NOTE.—Reports Nos. 11 to 14 are both from a crowded section of the city where children never see much of nature.

#### How the Kindergarten-Primary Magazine is appreciated in foreign countries

EXCERPTS FROM LETTERS.

Callao, Peru, Jan. 12, 1914.

The Kindergarten-Primary Magazine meets a real need in our mission school. The teacher of our kindergarten department makes good practical use of it. She tells me that it is the best thing of the kind she has found.—H. P. ARCHER, Supt. Peru Dist.

Puebla, Mexico, Jan. 20, 1914.

Our kindergarten and primary teacher both use your magazine. I have heard them speak very well of it, saying that they had received splendid suggestions from it.—KATHRYN KYSER.

Puebla, Mexico, Jan. 20, 1914.

We have found the Kindergarten-Primary Magazine very helpful in many ways. It is a very good magazine.—ADDIE C. DYER.

Kakodate, Japan.

We opened a new kindergarten in October of last year. The children flocked to our doors. We are full and overflowing, and many on the waiting list. We have greatly appreciated your magazine, and find it exceedingly helpful.—AUGUSTA DICKERSON.

## A PLEA FOR THE STUDY OF GREAT LITERATURE

BY SUSAN E. BLOW.

—Excerpt from lecture, reported by Mabel S. Rogers, chairman press committee of the New York Public School Kindergarten Association.

On January 21st Miss Blow made before the New York Public School Kindergarten Association "a plea for the study of great literature." Great literature, she said, has a vein of life, of hope and implies great living—and one must live greatly before he can write.

The question of great literature is on what conditions can human beings live together—under the influence of what motives can humanity form and maintain society; folk tales, drama—nursing rhymes show this—as in "Jack Spratt," "There Was a Crooked Man" and "Little Jack Horner." Modern books which show how people can violate great laws of life and yet be good and happy are dangerous. Every great work of art has something to do with the great things of life—relations of human family—duties to each other.

Speaking of plays, she said, the present plays bring up such questions as "Is it right for a woman to leave her husband?" and many plays depict the rights of children. Shakespeare was supremely great because his decisions on subjects are always right—his plays showing the results of good and bad actions. Mac-Donald says: "The playhouse is where ye gang to see what comes of life as ye cannot see it in human life." "Literature," Mr. Bagsley says, "is the revelation of not only what man is, but of what he ought to be." The Bible, the greatest piece of literature, gives a revelation of Christ in other souls.

In closing, Miss Blow sounded a note of keen interest to her hearers when she quoted from Aeschylus' "The Suppliants" showing women gaining their rights as early as 490 B. C. Miss Blow's audience was as usual impressed with her wonderful personality and all who were present seemed to consider this an unusually illuminating lecture.

The New York Public School Kindergarten Association was very active during the month of January. Besides the regular meeting on the twenty-first at which Miss Blow spoke, a special meeting was held on the ninth when members of the "Games Committee" illustrated games. On the thirtieth Miss Mae Higgons, president of the Association, gave a delightful reception at her home, 241 W. 132nd St., in honor of Miss Fanniebelle Curtis.

Brooklyn, N. Y.

The annual entertainment of the Brooklyn Free Kindergarten Society at the Academy of Music, January 31st, proved a decided success. There was not a vacant seat in the Academy of Music, where the Prince and the Pauper was presented by the Children's Edu-

cational Theater Company. The audience composed chiefly of children thoroughly enjoyed the play, to judge by their enthusiastic applause. The proceeds amounted to \$1,500. This organization conducts about 20 free kindergartens in the city of Brooklyn, and the officers are as follows: President, Rev. J. Clarence Jones, Ph.D.; vice-president, William E. Freeman; honorary vice-presidents, Dr. Walter B. Gunnison, Charles J. Peabody, Mrs. Albert H. Brockway, Frank L. Babbott, Miss C. B. Le Row, Hackensack, N. J.; treasurer, F. P. Pratt; recording secretary, Mrs. M. G. Atwell; assistant recording secretary, Mrs. Eugene L. Swan; corresponding secretary, Miss Jessie Post; supervisor, Miss Mabel A. Mackinney.

Pittsburgh, Pa.

The twenty-first annual meeting of the Pittsburg and Allegheny Kindergarten Association was held January 31st, at the home of Mrs. S. Jarvis Adams, Fifth avenue. The principal features of the meeting were addresses by Dr. George W. Gerwig, Secretary of the Board of Public Education; Miss Alice Parker, of the Kindergarten Training School, and Miss Ruth Boyce, Director of Kindergartens. An interesting report for the past year was made showing that the association has done a splendid work and that its strength and influence upon the philanthropic side of the work are steadily increasing. The secretary, Mrs. William McCracken, also made a report as did the treasurer, Mrs. Adams. At the tea following the meeting Mrs. Adams was assisted by Mrs. Buchanan and a number of other women interested in the work.

Worcester, Mass.

A mothers' meeting was conducted under the direction of Welfare League of Worcester women, in the Grafton street kindergarten Feb. 4. Mrs. Bertha M. Zellers, formerly superintendent of nurses at memorial hospital, gave a demonstration on the care of a sick child. With the aid of a girl about 8 years old, Mrs. Zellers showed the proper way to bathe, give medicines, prepare food, and to make the little patient comfortable. Many useful hints were given the mothers for preventing illness. The talk was practical and much appreciated by the 60 mothers and eighth grade girls who were present.

New York.

The alumnae of Teachers' College gave a most successful dinner February 21st, in commemoration of the 21st anniversary of the founding of the college. This college has announced its summer session with Miss Mary B. Hill, of Louisville, Kentucky, in charge of the kindergarten department.

The truly generous is the truly wise.—Home.

## SUGGESTIONS RELATING TO CHILD TRAINING

### A FEW "DON'TS" AND "DO'S"

#### Don't

Attempt to govern a child when he is naughty. It may be necessary to rebuke or compel a child when he is rebellious, but

#### Do

Remember that the time to govern the child is when he is good. Attempt to mold his character and direct his will then.

#### Don't

Bribe your children to do right with pennies, sweetmeats, etc.

#### Do

Appeal to the intellect and moral sentiment of the child when teaching him to choose the right.

#### Don't

Tell the child that he must do right because *you* say so, or without full explanation as to why he should do right.

#### Do

Try to show him that he should do right because it is right, that nothing can save him from suffering eventually if he does wrong; that you yourself must do right, and everyone else, if they would avoid suffering and do the will of God.

#### Don't

Say to a child, "You must do this, or that," but

#### Do

Use the word *we*, associating yourself with the child. Make him feel the fellowship between you and him in the task of choosing and doing the right at all times. Always say, "We must do this," or "We must not do that, *because*," and then be sure to make the reason very clear, and if you cannot support your statements with a clear and sufficient reason, it may be that you are requiring something that is not necessary.

#### Don't

If possible to avoid it, let your child doubt for a moment in all your dealings with him that you are his friend, and seeking his welfare, not your own. This impression need not be made by much speaking. If you can maintain through it all a genuine feeling of friendship for your child it is quite probable that it will make its impress upon his mind, and very little need be said about it.

#### Do

Try to remember always this little paragraph: "I know no other order, method or art than that which resulted from my children's conviction of my love for them."—Pestalozzi.

#### Don't

Be alarmed at every little wrong habit on the part of the child, which may prove only temporary.

#### Do

Remember that little children are constantly getting in and out of habits. Wait a little for developments before taking the matter too seriously. It may disappear entirely in a short time.

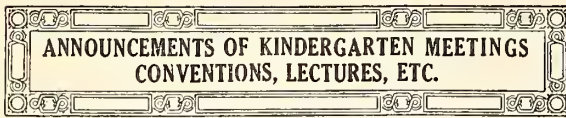
Children grow, mentally, through the right exercise of the senses. To see and to be able to distinguish between beautiful colors and beautiful forms, to discriminate between sounds that are discordant and sounds that are harmonious, to know rough things and smooth things, round things and square things, velvet things and linen things—by touching them with the finger-tips—this, we know is a starting point on the road to the "three R's" of every-day education. Dr. Montessori goes us a lap farther in the new education. She sees, born with every child, eyes of the spirit, and slender, groping fingers of the soul that look and reach for the good. To help a child to use his spirit-eyes and his soul-fingers means to give him a chance to exercise his conscience. It is a new sort of sense-training that means his finding the three R's of the life of the spirit; faith, hope and charity.

How shall we help a child to exercise and train his conscience-sense?

Dr. Montessori tells us that if we but watch a little child's free, spontaneous use of his soul-fingers, his daily loves and hopes and faith, these will shine for us as a Bethlehem-star path leading us to the manger-throne of a King-in-the-making.—Caroline Sherwin Bailey, in *the Delinctor*.

No one "commands" a child's respect in any literal sense any more than he commands love. A child respects because it cannot help doing so. Yet how often one hears parents speaking to disobedient children after this fashion: "Understand that you must respect my wishes! Don't you ever be so disrespectful again!" Respect is a thing of slow growth. It requires delicate nurture. The child begins to respect father and mother when it is able by means of its reasoning faculty to draw the conclusions from innumerable instances of parental capacity to deal with difficult things, that father and mother are unique centers of power, justice, goodness and love. Love, developed earlier than respect, reacts upon respect and intensifies it. The blended sentiment is fostered by the child's perceiving as it grows older, that other people respect father and mother—neighbors, acquaintances, servants, and further, that father and mother have mutual regard for each other.—Jane Ellis Joy, in *Mothers' Magazine*.

Who think too little, and who talk too much.—Dryden.



## INTERNATIONAL KINDERGARTEN UNION

**Twenty-first Annual Convention to be held  
at Springfield, Mass.  
April 20-25**

**Headquarters: Hotel Kimball, Chestnut and Bridge Sts.**

### PLACES OF MEETING

Hotel Kimball—Board Meetings.  
Auditorium—Evening Sessions.  
Mahogany Room of Auditorium—Conference of Training Teachers and Supervisors.  
Central High School—Conference of Directors and Assistants.  
Trinity Church—Wednesday, Thursday, and Friday morning and afternoon sessions.

### OFFICERS

President—Mrs. Mary Boomer Page, 54 Scott St., Chicago, Ill.  
1st Vice President—Miss Stella L. Wood, 315 Eleventh Ave., S. E., Minneapolis, Minn.  
2nd Vice President—Mrs. Margaret J. Stannard, 19 Chesnut St., Boston, Mass.  
Recording Secretary—Miss Myra Winchester, Bureau of Education, Washington, D. C.  
Corresponding Secretary—Miss Catherine R. Watkins, 1720 Oregon Ave. N. W., Washington, D. C.  
Auditor—Miss Marion Hanckel, Teachers College, Columbia University, New York City.

### CHAIRMAN OF COMMITTEES FOR I. K. U. CONVENTION

Headquarters—Miss Rachael Jones.  
Accommodations—Miss Clara Lewis.  
Places of Meeting—Miss Nellie Stockwell.  
Hospitality and Decorations—Miss Hattie Twichell.  
Badges—Miss Lillie Capron.  
Transportation—Mr. G. F. Merriam.  
Local—Miss Grace Bowers.  
Music—Miss Ethel Loynes.  
Exhibit—Miss Bertha McConkey.  
Press—Miss Mabel Osgood.  
Credentials and Elections—Miss Anna Johnson.  
Finance and advisory—Miss Nellie Perry, Miss May Murray, Dr. J. H. Van Sickle, Mr. W. W. Tapley, Mr. K. P. Alden.

The International Kindergarten Union comes to Springfield by invitation of the Connecticut Valley Kindergarten Association, which is made up of kindergartners from the principal cities in the Connecticut Valley. The Mayor of Springfield, the Superintendent of Schools, Board of Education, Springfield Kindergarten Club, Twichell Alumnae Association, Springfield Teachers' Club, Cosmopolitan Club, Simmons College Club, Ministers' Association, Springfield Board of Trade and the Milton Bradley Company co-operate with the association in this invitation.

The officers of the I. K. U. and the local committee are enthusiastic over the plans for the coming convention, and it is hoped that there will be an unusually large attendance.

The Headquarters will be at Hotel Kimball, which offers splendid accommodations for the entertainment of delegates, and the management of the hotel is co-operating with the local committee to make the reception of guests a cordial one. The Library of the hotel, a room conveniently located on the first floor, just off from the lobby, will be fitted up for registration purposes, and here delegates will receive envelopes containing badges, programs, and important circulars of information. Springfield kindergartners and friends who are well acquainted with the city will be on hand every day beginning Monday, April 20, to give information and assist visitors in every possible way. It is important that every visitor should go at once to headquarters to register.

There will be no general session of the convention on Monday, but it is hoped that delegates will plan to arrive in Springfield on that day, so as to be ready to visit kindergartens, on Tuesday morning, when all the kindergartens of the city will be open. Several can be reached in one morning.

On Tuesday afternoon there will be two sessions at the same time. Training teachers and supervisors will meet in the Mahogany Room of the Auditorium, and directors and assistants will hold a conference in the assembly room of the Central High School. The latter will be under the leadership of Miss Stella L. Wood, and vital questions will be discussed. In the evening the new Springfield Auditorium will be thrown open for a grand opening reception, so that visitors will have an opportunity to become acquainted with each other and with the people of Springfield. Everyone will be made welcome, and it is hoped that every visitor will make a special effort to be present.

Wednesday will be Delegate's Day, and the announcements of the plan for this day have already been made. Branch Societies are reminded of the attractive features which are in course of preparation. They are also reminded that Mrs. Margaret J. Stannard, 19 Chestnut Street, Boston, who has charge of Delegates' Day, wishes to hear from each branch with respect to the method of procedure decided upon. Banners and transparencies and arrangements for seating of delegates according to states give promise of an inspiring session. Both the meetings of this day will be held in Trinity Church, and following the afternoon session, tea will be served informally in the room, by members of the Twichell Alumnae Association, and a social hour enjoyed.

On Thursday there will be Round Tables on Music and Graphic Arts, and an afternoon session with good speakers. During the noon hour officers, delegates and associate members will be entertained by the editors of Kindergarten Review at a luncheon at Hotel Kimball. The evening session will be of great interest to everyone, for Mary Antin, author of the Promised Land, who is already favorably known to a Springfield audience, will be one of the speakers, also Mrs. Eva Whiting White of Peabody House, Boston.

The Friday morning session will be a busy one, but the afternoon is left free for sight seeing and social gatherings. In the evening there will be a splendid closing meeting, with the President of Princeton University and the President of Amherst College as speakers.

On Saturday, opportunity will be given for trips around the city, and to places of interest in the beautiful Connecticut Valley. It is expected that a large party will take the college trip to Mt. Holyoke, Smith and Amherst Colleges.

#### ACCOMMODATIONS IN SPRINGFIELD

The Committee on Accommodations has prepared the following list of hotels, and stands ready to answer inquiries in regard to boarding houses and rooms in private families. The restaurants and lunch rooms are excellent, and it will be easy for every kindergartner to plan beforehand just how much the trip to Springfield will cost. Every effort will be made by the committee to help kindergartners to make arrangements for low priced accommodations, where this is desired, so that no one will feel that "she cannot afford to attend a convention."

#### LIST OF HOTELS

Hotel Kimball, Chestnut and Bridge Streets.  
The Worthy, 303 Main Street.  
Cooley's Hotel, 211 Main Street.  
Clinton Hall, 108 Main Street.

#### FAMILY HOTELS

The Oaks, 29 Thompson Street.  
The Winchester, 774 State Street.  
Young Women's Christian Association, 30 Howard St.

#### PRELIMINARY PROGRAM

MONDAY, April 20th, 10 A. M. Board Meeting.  
2 P. M. Board Meeting.  
8 P. M. Committee of Nineteen  
Visitors see Kindergartens.

TUESDAY, April 21st—Kindergartens open to Visitors  
9 to 11:45.

TUESDAY AFTERNOON, 2:30 P. M.

Miss Stella Wood, First Vice-President, Chairman  
Conference of Directors and Assistants.

Subject:—The Development of Initiative.

1. Necessity for Initiative.
2. Conditions for Development of Initiative in the Kindergarten.

Sub-Topic—Announced later.

3. Materials and Method.

2:30 P. M.—Conference of Training Teachers and Supervisors, Chairman, Miss Hortense Orcutt, Savannah, Ga.

TUESDAY EVENING, 8 P. M.—General Reception—Auditorium—Greetings and Music.

WEDNESDAY, April 22nd—Delegates' Day.

9 A. M.—Resume of Work in the Field.

Roll Call of Branch Societies by States or Correlated Groups.

WEDNESDAY AFTERNOON, 2 P. M.—Delegates' Day Resume of Work in the Union.

1. Reports of Officers.
2. Brief Addresses by Chairman of Standing Committees.

Miss Laws—Committee of Nineteen.

Miss Orcutt—Committee on Training and Supervision.

Miss Vandewalker—Committee on Investigation.

Miss Mix—Committee on Propagation.

Miss Lombard—Committee of Foreign Correspondence.

Miss Laws—Committee on Foreign Affairs.

Miss Alice Temple—Committee on Child Study.

Miss Catherine Tracy—Committee on Sanitation and Hygiene.

Miss Alice O'Grady—Committee on Literature.

Mrs. Bertha Payne Newell—Committee on Music.

Mrs. M. M. Langzettel—Committee on Graphic Arts

Miss Ella C. Elder—Committee on Finance.

Miss Netta Faris—Committee on Publication.

Miss Mary McCulloch—Committee on Froebel Monument.

Miss Lucy Wheelock—Dep't. of Supts. N. E. A.

Miss Vandewalker—Bureau of Education Com.

Miss Mae Murray, Chairman—Committee on Nereology.

Miss Elizabeth Harrison—Report of the Jarvis Fund.

3. Appointment of Committees on Nominations Time and Place, Resolutions, etc.

4. New Business.

New Opportunities for 1915. Panama Pacific Exposition, San Francisco.

The I. K. U. and Japan—Mr. Towle, Bureau of University Travel.

5. Announcements.

6. Report from Delegates' Day Committee and the award of the I. K. U. Banner.

7. Tea served to all Officers, Delegates and Members by the Twichell Alumnae Association.

THURSDAY, April 23rd—9 to 10:30 A. M.—Round Table.  
Chairman, Mrs. Bertha Payne Newell.

Subject—Music.

Speakers and Sub-Topics announced later.

10:40 to 12:15 A. M.—Round Table.

Chairman, Mrs. M. B. Langzettel.

Subject—Graphic Arts.

Speakers and Sub-Topics to be announced later:

12:30 Luncheon at the Hotel Kimball.

THURSDAY AFTERNOON, 2 P. M.

Subject—"The Kindergarten." (Speakers to be announced later.)

"The Kindergarten and the School," (Speaker to be announced later.)

"The Kindergarten and the College" (Speakers to be announced later.)

THURSDAY EVENING, 8 P. M.

1. Mrs. Mary Antin, Subject to be announced (Author of The Promised Land.)

2. Mrs. Eva Whiting White, Subject—"The Kindergarten's Responsibility towards Social Problems."

FRIDAY MORNING, April 24th.

Polls open 8:30 to 10:30 A. M. for election of Officers.

9 A. M.—Unfinished business.

New Business—Relation to Federation of Women's Clubs.

Relation to American Library Association.

Appointment of Delegate to N. E. A.

Report of Credentials Committee.

Report of Committee on Time and Place.

Report of Committee on Resolutions.

Presentation of New Officers.

Symposium—The Training of the Kindergarten for Social Co-operation.

1. In relation to the Home—Miss Elizabeth Harrison, Nat'l Kg. College, Mrs. M. J. Stannard, School of Home Making, Boston.

2. In Relation to the School.—N. E. A. 1913—Mrs. M. B. Page, 1914—Miss Catherine Traey.

Parent—Teacher Associations—Mrs. Milton Higgins, Worcester, Mass.

School Extension—Miss Frances Curtis, School Board, Boston.

3. In relation to the Community—Health, Amusements, Libraries—Miss Anna Williams, Philadelphia.

Professional Life, its Opportunities, Privileges and Obligations—Miss Luey Wheelock, Boston.

General Discussion.

FRIDAY AFTERNOON—Free.

FRIDAY EVENING, 8 P. M.—Dr. John Greer Hibben, Pres't. Princeton Univ. Princeton, N. J.

Dr. Alexander Meiklejohn, President of Amherst College, Amherst, Mass.

SATURDAY, April 25th.—College Trip to Four Colleges, Holyoke, Smith, Amherst, Agricultural.

Special plans announced later.

The Kindergarten Review, published at Springfield, gives the following information relative to that city:

The success of any convention depends, in no small degree, upon the place of meeting. In all our activities we are keenly sensitive to environment, but particularly so when a heterogeneous multitude of strangers from all parts of the continent come together for a brief conference. Several things must combine to produce the ideal convention city, and they are all found in Springfield, Massachusetts, where the International Kindergarten Union will meet in April.

The first essential in the ideal city is its location. In this particular Springfield is equaled by few and surpassed by none. It stands upon the eastern bank of the Connecticut river—one of the finest of our New England streams—and watches the sunset behind the far famed Berkshire Hills. On the east it is skirted by the Wilbraham Mountains, while Mount Tom and Mount Holyoke stand like sentinels guarding its northern gateway; away to the south stretches the beautiful Connecticut valley, with its magnificent farms and

flourishing towns and cities. From whatever quarter the delegate approaches Springfield he cannot fail to be charmed with its environment, and to realize that it is indeed beautiful for situation and the joy of all conventions.

A second important feature in the ideal convention city is beautiful architecture. By general consent Springfield is accorded a foremost place among the most attractive cities of America. Her broad residential streets, with their beautiful and commodious homes; her splendidly kept lawns and boulevards, and her magnificent shade trees, suggest refinement, comfort, and luxury. In her churches all the leading religious denominations are represented, and all have splendid houses of worship. In the number, size, and quality of her school buildings Springfield surpasses all her under construction, and to cost, when completed, one million dollars, will be the finest of its kind in New England. In addition to the public schools, Springfield is the home of the Y. M. C. A. College, for the training of secretaries and other workers, and also the American International College, where higher education is furnished to the foreign born and their children. Among other notable structures are the new public library, the art museum, and the municipal buildings. The latter, consisting of a magnificent campanile, splendid auditorium, and spacious administration house, forms one of the finest groups of its kind in America.

Accessibility is another important element in the ideal convention city. In this respect Springfield leads all her New England sisters. The Boston and Albany, New York, New Haven and Hartford, Boston and Maine, and other smaller roads, all have stations here, while electric trolley lines radiate in all directions, affording splendid opportunities for visiting the surrounding cities and towns. There is through car service between Springfield and Northampton, Holyoke, Hartford, and Worcester. Delegates from the north can come by the Boston and Maine from Montreal and all intermediate points. Those coming from the south have direct connection on the New York, New Haven and Hartford, while the Boston and Albany and the New York Central will accommodate those from the west and the east.

In hotel accommodation Springfield can offer the very best. Among her many hostleries, the Kimball, the Worthy, and the Cooley offer a service that equals the best houses in Boston and New York. For those who do not wish to pay for the more elaborate service there are many smaller houses that furnish accommodation at very reasonable prices. The city is well supplied with restaurants, and first class meals can be secured within a minute's walk of the Auditorium.

Add to all the above the fact that Springfield has one of the finest public halls to be found in New England, and we may fairly claim for her the title of the Ideal Convention City. The auditorium in the new city buildings will accommodate an audience of four thousand. It is splendidly furnished and the acoustics are admirable. It is centrally located, and every street car line in the city passes within a minute's walk of the door.

Modesty forbids us saying much about the hospitality of our citizens. Let it suffice to say that in this respect Springfield represents New England at her best. If you doubt it, come and be convinced.

The Recording Secretary regrets exceedingly the unavoidable delay in printing the report of the Washington meeting and asks that organizations notify her of failure to receive copies. Address Netta Faris, 4814 Carnegie avenue, Cleveland, O.



## STORIES AND SUGGESTIONS FOR STORY TELLING

### AN ORIOLE STORY.

By MARY E. COTTING.

"Dear me! Dear me!" sang an oriole; "what shall we do, Mrs. Oriole and I! There's a big, old pussy-cat come to live at Little Polly's. A dog was bad enough, but now there is that cat! Polly puts out strings and bits of cloth for our nests; but I'm afraid the cat will sec us if we go to get them!"

"Don't worry, dear," said Mrs. Oriole. "I think we have used string enough. What we most need now is something soft to make the nest snug, and cosy."

"Yes, my dear; I know that; and those bits of cloth are just what we need. I think I'll try once more to get them. Maybe pussy-cat will be asleep."

"Don't go there again. The very thought of your going makes me tremble. Don't you see that it does? Let's hunt about, we'll be sure to find something soft. Birds always do."

Then off they flew to hunt in the barn-yard, and roads; but nothing soft—not even a feather—could they find.

It was growing pretty warm, for the sun was high overhead; and being nearly dinner-time they flew home to the maple-tree to look at their nest once more.

"I think I'll fly over to the cow's trough; I found something good to eat there this morning," said Mrs. Oriole.

"I'll go, too," sang Mr. Oriole, and down they both flew.

Such a jolly time as they did have, hopping around and hunting for grain in the trough.

At last Mrs. Oriole said: "I'm thirsty."

"So am I!" answered Mr. Oriole, and away they flew to the brook. They hopped about the ground and pecked at some bugs, and when Mr. Oriole found a fine, large one he called his mate to share it.

Just as they had finished their dinner up flew another bird from the bushes.

"I do believe that a nest is being built in there," the orioles said to each other.

"Let's peep and see," said Mrs. Oriole; so they perched on the top of a bush and peeped down. What they saw was something very queer indeed.

"That is no nest, I'm very sure," thought Mrs. Oriole. "I'll fly in and see what it is."

She flew right among the brambles and then gave a glad chirp.

Then Mr. Oriole flew down, and a gayer pair of birds was never seen. They had a bunch of sheep's wool. Now, Mrs. Oriole could finish the nest just as she had wished to do. And how soft and cosy it would be!

They wondered and wondered how the wool came to be among the brambles, but there was no one to tell them.

Dorothy Merriman and the leader-sheep could have told the orioles; but the birds did not know Dorothy and the sheep. They only knew her little cousin Polly.

### ONE LITTLE ITALIAN GIRL

ELLA SMITH

All day long Nita's father was away from home working at the great vineyard on the hills beyond Naples. All day long Nita had to stay with the cross, old woman who beat her cruelly, for her mother was dead. Her home was in a dark damp cellar, with only light from a small half window. The steps leading down were always broken, and the street outside was narrow and muddy.

Sometimes Nita would climb to the top step and sit there for hours watching the children as they played on the side-walk; but the old woman never allowed her to play with any of them.

One morning the old woman had been very cross and had beaten and scolded Nita until she was so frightened that she ran away from home to the vineyard. But the old woman ran after and caught her. She tied Nita and made her stay in one place all day.

Nita had often heard her father sing about their beautiful land with its green hills and shady groves. Once she had heard a stranger talking about Italy, the land of sunshine. She could not believe this; for how could any one be living in such a land and yet never see any of it. She wondered if boys and girls in other cities could see the flowers and grass and hear the birds sing; she knew that the children on her street never did for they were too poor to get far away from home.

One evening Nita's father came home with many bright coins in the old leather purse. A few of them he gave to the old woman, then took his little girl by the hand and hurried away. On and on they walked for many squares. Nita had never been on those streets before, but had no time to ask about them. When they came to the water's edge, hundreds of other Italians were already there and all were hurrying on board the large ship.

It was not until after they were out of sight of land that her father told her they were all going to the great United States to work in new vineyards. Nita had no sad thoughts about leaving her home-land, for she had never known much happiness there. She could only wonder what the new country would be like, and whether another old woman would be there to scold and beat her.

Three years have passed and Nita is about as happy as children can be. Instead of the sad-eyed, stooped little girl, she is strong and healthy, with bright dancing eyes and rosy cheeks. Her father has built a neat cottage of his own, and has found a kind Italian woman who is indeed a mother to his little girl. Flowers and vines and trees grow around their home and the birds seem everywhere.

Nita has many playmates among the American children, and is one of the best pupils in school. Her father is always tired at night for he must work harder here

## THE WEATHERCOCK

(From the German of Friedrich Froebel.)

BERTHA JOHNSTON

The child's forearm is held as horizontal as possible, the small hand spread out in the same direction, so that the four fingers form, as it were, the tail; the flat hand the body, and the thumb the neck or head of the weathercock. In this position let the little one's hand move back and forth.

"The play is too simple!" And yet it gives your child ever renewed joy, and for a long time does not cease to give him joy. Your child cannot talk yet, and yet see, not only with what pleasure but with what seriousness, he moves his little hand when you say to him encouragingly, "Show me the weathercock," or "Show me what the weathercock does."

Have you not observed, when you move something before your child, in such a way that the motive power is some distance removed, that then the search for the cause of the movement gives the child more joy than the contemplation of the movement itself? That is, what controls the source of an effect, the cause of a consequence—that it is which fills your child with a gravity akin to joy. Observe him, for already in fact he is representing as it were what he has seen, back of the object moved lies a moving cause, a motive power, and soon he comes to the conclusion behind an active, living object lies an active, living, animating Power as its source.

On a somewhat windy, almost stormy day, accompany your children to the drying-ground of your dwelling; for where do not children gladly accompany a mother of consecrated activity?

Listen! how the weathervane on the tower creaks as the winds moves it back and forth. Here, too, comes a hen, accompanied by her proud cock, but they cannot yield themselves to the wind's currents as quickly as the weathercock and so the wind turns their tails, now here, now there. And listen how the wind flaps the clothes on the line; they seem to be talking aloud, gossiping about the strong wind. How the flapping and chattering delights the child! Quickly the boy binds on a staff the towel which the wind prevented him from using in the bath, and now it waves and flutters high in the air. The little girl's handkerchief and outstretched arm afford her a similar pleasure.

Another gives his kite more freedom than the little girl her handkerchief or the boy his towel, and in return it must mount on high for him and so increase his pleasure.

"Clap, clap, clap!" goes it there. "What is that?" The wind drives the wings of the windmill rapidly around so that quickly sounds its clap, clap.

But what do grown-ups do that the little ones do not immediately imitate? (Therefore, be careful, oh big folk, what you do before the eyes of the little ones.) See, here already, comes a boy with his paper windmill, and look, the faster the boy runs, the more rapidly it turns. There the mother can scarcely protect her little girl from the force of the storm and the man must balance himself carefully, lest it make him stumble.

"Mother, how strong the wind is today, so that every-

thing bends before it. Just see how sister's hair flutters like the clothes on the line. Where does the wind come from, that moves everything so?"

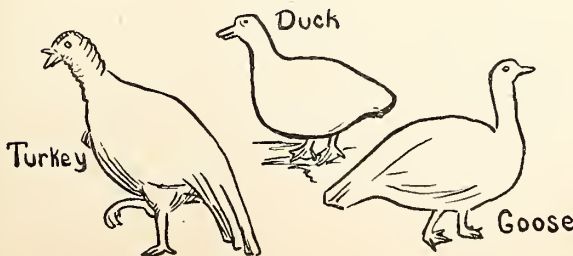
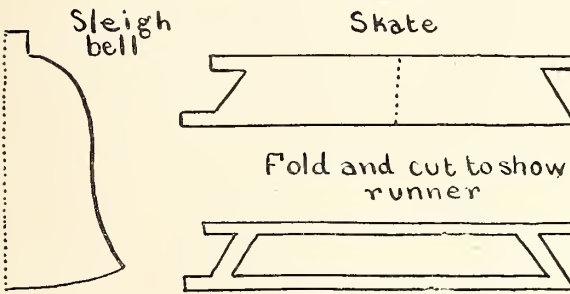
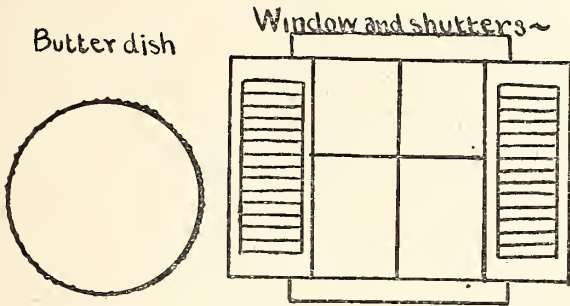
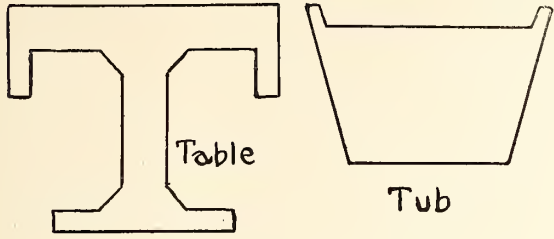
"Oh, my child, should I explain everything to you according to my intelligence, you would not then understand. It would sound to you like a strange language, if I talked to you of the pressure of the air, or a change in the density of the atmosphere, or that the heat conditions of the air had brought it about; you would not understand a word of all that. But this, perhaps, you can understand now,—one single, great power, even though it be but the wind, can effect much, both small and great, even though you cannot see it. So, my child, there are many things, which indeed we perceive, but do not see; which we are aware of and see, but which I cannot explain or make clear to you with words. See, your hand moves, but you cannot see the power that does it. Therefore, observe and foster power wherever you may now find it; later you will more and more comprehend whence it comes even though it may be invisible."

The eleventh annual convention of the Religious Education Association is to be given to the single topic of the Relation of Higher Education to the Social Order. Educational experts and well known leaders in the universities and colleges will present the reports on which they have been working for the past year on the efficiency of the colleges in preparing young people for the more exacting demands of modern social living. The interest of the convention centers in the question whether the colleges are conclusively training for the more complex civilization in which their graduates must live and serve and especially whether these institutions succeed in developing moral competency and leading to a religious interpretation of life. Four days will be devoted to this study and one and a half days to the problems of instruction in religion in the churches and Sunday Schools. The meetings will be held in New Haven where the convention will be the guest of Yale University.

An especially notable array of speakers will address the evening meetings in Woolsey Hall. Amongst the speakers are, John R. Mott, President A. Gandier of Knox College, Toronto; Charles S. Whitman, District Attorney of New York; Governor Simeon Baldwin, of Connecticut; President William De Witt Hyde; President Samuel A. Eliot; Rabbi Stephen S. Wise, of New York, and Ex-President Taft. Programs may be obtained from the Religious Education Association, Chicago, and all persons interested are invited to attend the convention.

In Denmark the school teacher is almost always furnished with a house, barn and a few acres of land, according to W. H. Smith, a recent observer from the U. S. Bureau of Education. "The tenure of office of the teacher is for life or good behavior, and 75 per cent of the rural teachers are men who settle down in their respective communities, cultivate the small farm, act as choristers in the country church, and easily and naturally become leaders in affairs."

**HAND WORK SUGGESTIONS**



**EDUCATION OF IMMIGRANTS.**

That immigrants are keenly interested in schooling for their children, or at least conspicuously obedient to school attendance laws, is the declaration of Dr. P. P. Claxton, United States Commissioner of Education. "The least illiterate of our population are the native-born children of foreign parents. The illiteracy among the children of native-born parents is three times as great as that among native-born children of foreign parents.

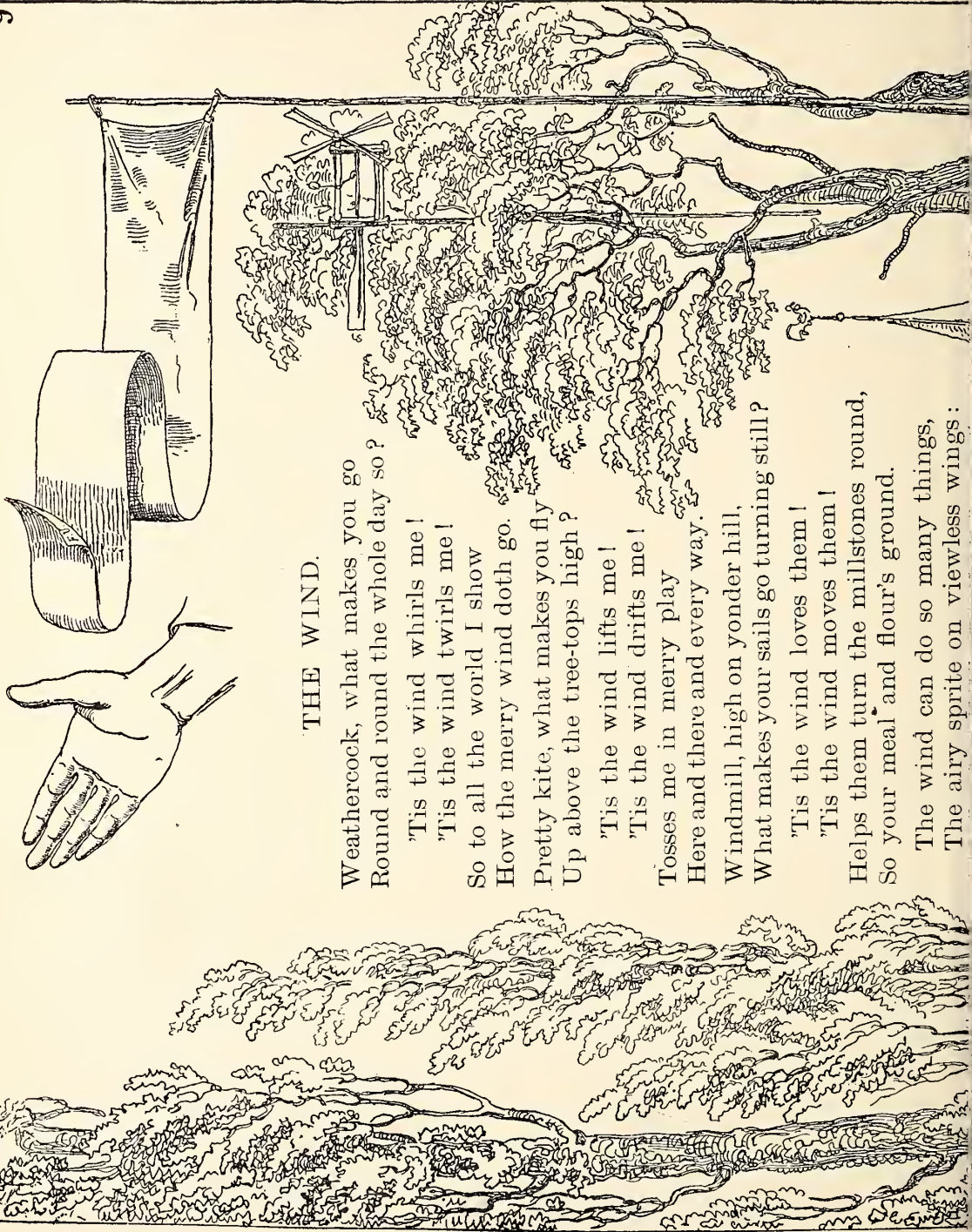
"Many of those who have come to us in recent years are from countries having very meager provisions for public education. According to the Federal census of 1910 more than 25 per cent of the foreign-born population of three states was illiterate, from 15 to 25 per cent of five states, from 10 to 15 per cent of 11 states, and from 5 to 10 per cent of 21 states. In only one state was the percentage of illiteracy of the foreign-born population less than 5.

"Most of the immigrants in recent years have little kinship with the older stocks of our population, either in blood, language, methods of thought, traditions, manners, or customs; they know little of our political and civic life and are unused to our social ideals; their environment here is wholly different from that to which they have been accustomed. Strangers to each other, frequently from countries hostile to each other by tradition, of different speech and creeds, they are thrown together, strangers among strangers, in a strange country, and are thought of by us only as a conglomerate mass of foreigners. With little attention to their specific needs, they are crowded into factories, mines, and dirty tenement quarters, too often the prey of the exploiter in business and the demagogue in politics.

"Immigrant education is not alone the question of the school education of children. The millions of adult men and women, and of children older than the upper limit of the compulsory school-attendance age, must be looked after; they must be prepared for American citizenship and for participation in our democratic industrial, social, and religious life; they must be given sympathetic help in finding themselves in their new environment and in adjusting themselves to their new opportunities and responsibilities. The proper education of these people is a duty which the nation owes to itself and to them. It can neglect this duty only to their hurt and its own peril."—Bulletin issued by United States Bureau of Education.

**AMERICANS TO STUDY IN MUNICH SCHOOLS.**

By special arrangement between the city authorities of Munich, Germany, and the United States Bureau of Education, a party of American teachers, not to exceed 25, will go to Germany in April to serve as student-teachers—students preparing to teach—in the trade continuation schools of Munich. They will remain in Munich from April to July, and will have unusual opportunities for studying the methods by which one of the foremost cities of Europe educates its citizens, particularly in the field of industrial training, in which the work of Munich under Dr. Kerschensteiner is conspicuous.



### THE WIND.

Weathercock, what makes you go  
Round and round the whole day so?

"Tis the wind whirls me!

"Tis the wind twirls me!

So to all the world I show  
How the merry wind doth go.

Pretty kite, what makes you fly  
Up above the tree-tops high?

"Tis the wind lifts me!

"Tis the wind drifts me!

Tosses me in merry play  
Here and there and every way.

Windmill, high on yonder hill,  
What makes your sails go turning still?

"Tis the wind loves them!

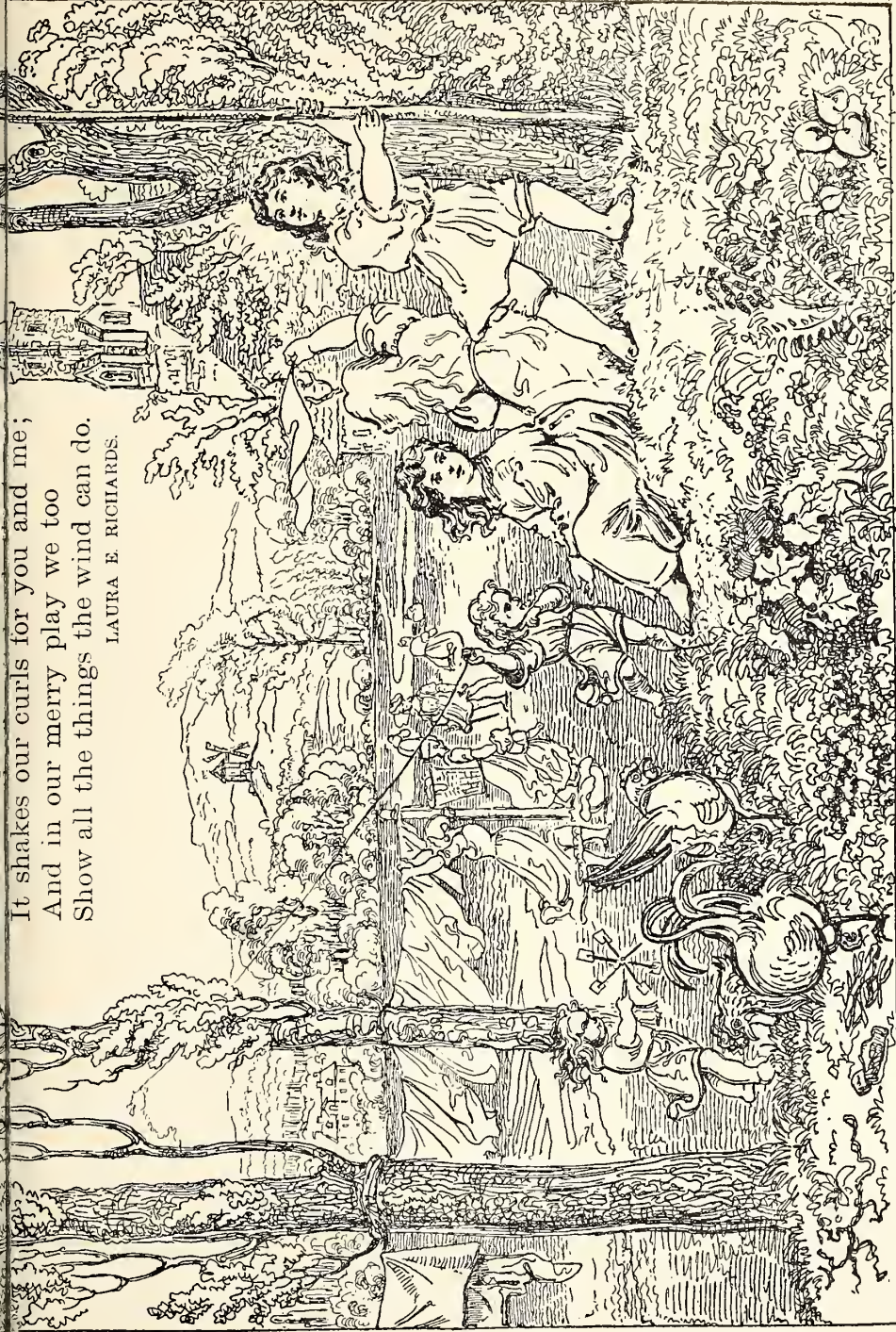
"Tis the wind moves them!

Helps them turn the millstones round,  
So your meal and flour's ground.

The wind can do so many things,  
The airy sprite on viewless wings:

It shakes our curls for you and me;  
And in our merry play we too  
Show all the things the wind can do.

LAURA E. RICHARDS.



## “THE WIND”

### MOTHER PLAY PICTURE

Kindergarten-Primary Magazine, March, 1914

Note—This picture can be detached and placed on the wall or used otherwise in the kindergarten

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

How to Use Seeds, Shells and Pebbles in Sorting, Outlining and Massing and in Peas Work

By JENNY B. MERRILL, Pd. D., New York City

In the Kindergarten Guide, Mrs. Kraus-Boelte, in speaking of the use of seeds and shells, says, with her usual warmth of feeling, and with her constant happy touch with child life: "To many of us, one of the earliest pleasures of happy childhood was the picking up of little stones and shells at the seashore or in gravel walks, or of blossoms, or the petals of blossoms that had fallen off the trees or bushes in the garden and arranging these in pretty outline forms. Children may also often be found sitting on the shore, on the fine, white beach sand, laying out and fencing in imaginary parks and gardens with the little white shells and pebbles."

Country children use also acorns and cones and by frequent handling, unconsciously become familiar with many dainty shapes and colors of natural objects. They also receive varying sensations of hardness, smoothness, texture while playing with such objects, and so bring into exercise the sense of touch.

If very young children are brought into the school room, some of these things which they love to handle should make the bridge to connect the outside world which they already know with school life.

It is the teacher's privilege to find the educational value in such simple, natural material which makes the child feel at home in the strange surroundings of school life.

Sorting is an easy exercise, but it serves to concentrate the attention of a little child, makes him observe form, color, size, material and tends to develop a sense of order. What shall we give him to sort?

Sorting seeds is particularly desirable at this time of year, although it is quite as appropriate in the fall of the year when the harvest of the year is gathered, or indeed, at any season.

The work with seeds in the spring time connects with the garden work, but in this article we wish to present more especially the use of seeds or shells on the desk or table for their value in counting, sorting, outlining and massing. Their dainty colors also should be named.

The occupation with seeds will commend itself, perhaps, first of all because of the inexpensiveness of the materials and the fact that they are so easily procured. This is true at least of seeds, tho in some localities it may not be true of shells and pebbles. Procure what is at hand. Man developed from savage life by making use of things nearby, not by longing for the remote.

And yet the longing for what is beyond was an

important factor in man's development, so that it is worth while to think ahead, and gather shells and pebbles in the summer time, or if no trip to the seashore is possible, try to enlist friends to gather for you, or exchange with some school situated on the coast.

These social school interchanges are a growing factor in school life, and help in building up a knowledge of other places and other people. They put life into the study of Geography later on.

One of Froebel's ideas in recommending outlining with seeds or any other tiny objects, is to follow out mathematical analysis from the solid to the point, the seed representing or embodying, as it were, a point of space. As I have said in previous articles, nothing should be said of such ideas to the child, and if the teacher is too fully possessed with them, she is in danger of being too formal and too logical. Simply let the little child play with these materials, giving a suggestion now and then to lead him on to unthought of possibilities.

The seeds best adapted for use in kindergartens are corn, peas, beans of varying colors, lentils, watermelon and pumpkin seeds

Give a handful of seeds mixed to each child and ask him to pick out the corn. The bright color will guide him. Give him a paper box or tin patty pan to put the corn in. The older children of the school may make the boxes from squares of stiff paper by folding, cutting and pasting the corners, thus:



Give a second box to each child and see if the sorting is continued. Give the child opportunities to initiate action. The second box is a hint. Some folks never take a hint.

If there is a good-sized table in one corner of the school-room where the little ones will not distract the older ones, it may be best to let them stand around the table and sort from a central pile. Thus you will soon see which children work rapidly, and so study their individual action. Besides, the slower workers will be incited by their companions if they work together. Let the children feel a motive back of the sorting. They are helping you while you are busy with the older children.

When the seeds are sorted put them carefully away, after thanking the children for helping you. Little seeds of politeness will help you in discipline.

Another day take out the box of corn or of beans, and placing it in the center of the table, let each child help himself to one bean or one grain of corn.

"Place it in front of you." "What is it for?" "To eat," one may reply. "To plant," perhaps another. "Where did it come from?" Let them try to tell. Children in the city would, of course, say "from the store." Country children may go back to the barn, or, in some cases, to nature. Lead them on just a step or two. Is there nothing in such a lesson? Has the child ever before really centered his thinking powers upon one little seed? It is well sometimes for big folks to think of one little seed.

Recently I read in an agricultural article that if one kernel of corn could be added to every ear of corn in the United States that the corn crop would be increased by thousands of bushels. Perhaps the older children can make this arithmetical calculation, and some day become better farmers for it.

"Now you may play plant corn. Plant in rows as father does, and you may put three grains in each hill." (If the usual number planted is known, use it instead of three). Now let the children work alone.

This exercise is merely to impress one number as 3 or 5 and to show a repetition of a number which gradually prepares the way for the multiplication tables. At the close of the exercise, simply remark, "How many threes we have! How many fives! If we put them all together, who could count them." Are there as many seeds in one big box as there were at first? Of course not. We have taken away so many. Now we will put them back until another day. (Subtraction and addition.)

Similar exercises may be given with other seeds, using a different number each time.

The number exercises suggested with sticks may be repeated, or if there are no sticks in use, the exercises may all be given with seeds. (See Kg. Mag. for Jan., 1914.)

FORM.

If each child has a small box, box lid, or patty pan, let him put seeds around the bottom on the outside, then lift the box out carefully and see what form he finds. This is a very pleasing exercise for the child. He loves to do it. Thus he may get an outline, circular, square or oblong, according to the object used. This gives the transition from a plane form to an outline similar to the transition recommended by Dr. Montessori in using the metal insets.

Indeed, nearly, if not all, the results she secures with her materials are implied by the free and intelligent use of kindergarten material.

Placing the seeds around a firm object is recommended because handling such tiny objects at first

may be nervous work for little fingers if they are to be placed in rows or made to form geometrical figures.

After the children once get the idea of outlining forms, leave them to make what they please, and watch for results.

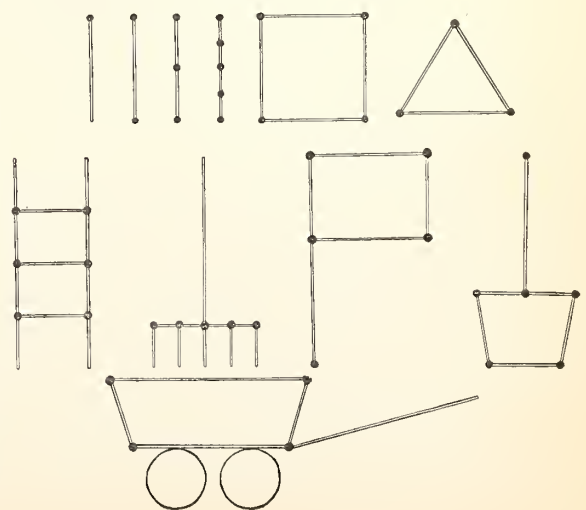
The seeds are well adapted to make flower forms. Sometimes several colors are used by the older children. Sometimes sticks, seeds and rings are used together.

If lentils are used they "mass" well. They are too small to use singly. A handful may be worked out into a tree or leaf form. They make a good nest, while beans may be placed in the nest for eggs. A bird and other animals may be formed by massing lentils.

Corn may be massed for the center of a daisy and white beans, or better, watermelon or pumpkin seeds make the rays. A green stick may be added for the stem. Let the children work out other flowers or borders.

Peas are too round and roll too easily for outline work. They are used mainly in quite another occupation known commonly as pease-work.

Slender sticks are used to unite seed peas that have been soaked some ten or twelve hours in water. One little, hard seed-pea should be presented to each child. He feels how hard it is, and notices its size. A story may be told, as Hans Anderson's "Five peas in a pod." Each child drops a pea in a glass of water. The next day its size is noticed again. It is felt to be softer. A short stick, as a tooth-pick, or a piece of wire is given, and the child is told to push it into the pea. If the pea splits the two parts and skin are observed. A way is found to put the tooth-pick in by some child so that the pea will not split. Do not tell it yourself. The child will be amused that the pea has two cheeks. All now try to make a hat-pin or a drum-stick by fastening together the stick and soaked pea. Several pins are made. In other lessons this work is gradually extended until the children can make a few common objects and a few geometrical forms, as



Some kindergartners have discarded this occupation as being nervous work, but these few simple forms give a new experience and the novelty of the work pleases the child very much. It develops delicacy of touch.

The intricate forms often made in training classes show skill and ingenuity and delicacy of touch, but the objects made are so perishable in pease-work that other occupations are preferred.

But it is always to be remembered that teachers do well to extend their own practice in any material beyond what is appropriate for a child. The child gathers courage and learns much by mere imitation, quite unconsciously, from a teacher who handles materials more skilfully than he does. A teacher with no delicacy of touch is a poor example for a child.

I have said little about shells, for I have found it difficult to secure them in quantities. They are such beautiful objects of nature that a few should certainly be sought, and if small ones can be obtained in any quantity they should be handled frequently in laying borders in miniature gardens, in outlining flowers and butterflies. Even the coarser clam shells, if well cleaned, make good borders in the large sand table or in out-of-door gardens.

A shell has a different texture from any other object in nature. It appeals to the sense of touch as well as sight. Listening to the "roar" in a larger shell is always a pleasing experience and awakens wonder. The older children of the school should have the cause of this peculiar sound explained, but let it be "the song of the sea" to the little ones.

### Meeting of the Alumnae Association.

On Saturday afternoon, Nov. 22nd, a meeting of the Alumnae Association of the former training school for kindergartners of Philadelphia was held at the College Club, 1300 Spruce street. The delightfully interested audience listened to a charming lecture given by Miss Harriet Sartain on "The Individuality of Art."

The meeting was conducted quite informally, Miss Sartain presenting her subject in a way that was most entertaining and easy to follow, while white and black tone prints of the paintings under discussion were passed around for examination and observation of the points as brought out by Miss Sartain.

The speaker took up Italian Art first, saying the reason there are such great types found in this class, is because they had something of themselves to put in their art.

The creative spirit is displayed so strongly by Michael Angelo. He grasped the profundity of stirring power, as shown in his painting of the Creation of Adam. No one possessed such a spirit of interpretation before or since. Quotations from Browning were given showing how the great poet valued this artist. His was so beautiful a spirit, combined with such breadth of intellect.

Burne Jones showed the same stirring power, when working on the subject of Genesis but his is a lower tone like the lower notes of the organ. The wonderful panels

of Angelo in the Sistine Chapel were mentioned. Before this master's time, painters had been content to paint a maiden without intellect, simply as a decoration—the sibyl type. With him came a way to make them give an inspiration and message to humanity.

Angelo's painting of Israel, his magnificent figure of Moses, the stirring leadership so strongly depicted that the figure seems ready to move, were then mentioned. Also the peculiar fact that with all his genius he was unable to give us a satisfactory idea of the Madonna and Child. He realized this insufficiency and expressed it in one of his exquisite poems.

Comparisons were made with other artists. To the satisfying Madonna and Child of Fra Phil Polippe. The sumptuous colors of Titan, which made its appeal so strongly to the people of his age. The individuality of Andrea del Sarto. His wonderful coloring. The strong personality, yet one can feel the note of insincerity pervading his work, because the character note is there.

Also with Corregio there is the strong coloring almost bordering on the theatrical, because he did not believe in the delicate-subtle. The different poses of the Madonna must be analyzed to get the standard of the painter's mind, Fra Angelico would not change a line of his work, because he felt it to be inspired.

Corot knew and loved light, and painted it so well, the joyousness of Boticelli's work, the dramatic note in Tintoretta's productions. And so on thru the gracious wondrous list explained with such insight and appreciation.

An interesting group was that of the Last Supper, as developed by Leonardo da Vinci, same study as developed by Andrea del Sarto, and Edward von Gebbart. The broad versatile life of De Vinci was touched upon. He was so open to knowledge, not only a great artist but also a philosopher and writer, and had studied science and invention.

The pictures from "The Annunciation" were noted carefully as portrayed by Boticelli, P. Veronese Crivelli, and Tintoretta. The sublimity and dramatic quality of The Descent from the Cross, depicted by Rubens, Entombment by Andrea del Sarto in the Pitti Palace, Florence, and the same subject by Caravaggio in the Vatican Gallery, Rome.

Miss Sartain carried her audience along with her, and time for closing came all too soon. Before adjourning Mrs. Van Kirk, for so many years the beloved principal of the Training School, said a few kindly words, also Miss Fox, Vice President of the Association, expressed her appreciation.

Every one felt a deeper interest in the great works of art than before, Those who had seen the originals had memory quickened by renewed associations. Those who had not been so fortunate realized what pleasure is before them if the time comes when they, too, may see these masterpieces in their own setting.

After the meeting a reception was held at Mrs. Van Kirk's home, 1333 Pine St., where an abundance of refreshment and hospitality were delightfully tendered.

This was pronounced a most successful meeting, and every one there seemed well rewarded for the effort made to be present.



# NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

By Laura Rountree Smith

## March.

(Children enter, carrying letters to spell the word "March." Then line up, recite and sing.)

- M. March! March! here we come,  
Do you hear wood-pecker drum?
- A. All night long the wind is blowing,  
Telling flowers 'tis time for growing.
- R. Right up o'er the tree-tops high,  
Soon our pretty kites we'll fly!
- C. Come and turn the wind-mills, so,  
Merry March winds blow, oh blow!
- H. Here we see the daffodils,  
March is coming o'er the hills.

Song. Tune, "Twinkle Little Star."

Merry winds of springtime blow,  
Gone is winter's ice and snow,  
Merry winds of springtime blow,  
Call the little flowers to grow!

## March Play.

Here is the wind-mill turning round, (turn right arm round)

With a pleasant, whirring sound,

Here is the kite that flies on high, (raise right arm, wave it)

Down it will come again by and by, (lower arm).

Here is the little stream flowing along, (extend both arms to the right)

Singing to us a springtime song.

The merry March wind goes whistling by, (whistle)

Up, high over the tree-tops high, (wave right hand over head).

But best of all we like the sound,

Of the wind-mills turning round and round, (turn arm round).

## Kite Play.

See the pretty kites how they fly, (wave right arm over head)

Up, up, over the tree-tops high,

Grasp the string and hold on tight, (clench right hand)

Oh, do not lose the pretty kite,

Pull the string then as before, (lower arm slowly)

Bring the kites all down once more!

## Pussy Willow and Robin.

(To be given by a child carrying a bunch of Pussy

Willows, and a child wearing a red cape. They join hands as they both recite.)

Robin:

Don't you know that spring is here?  
Pussy Willow, Pussy Willow,  
In a fur coat you appear,  
Pretty Pussy Willow!

Pussy Willow:

I know that spring has come again,  
Robin, robin red-breast;  
I heard you singing in the rain,  
Happy Robin red-breast!

Both:

We do not mind the chilly weather,  
We'll sing and grow right here together,  
Then if the day is cold and long,  
We will cheer up with a song!

## Polite Children.

1st:

I thank you, I thank you  
For what you give me,  
I thank you, I thank you,  
Polite as can be.

2nd:

Excuse me, excuse me,  
I often have to say,  
Excuse me, excuse me,  
While at work and play!

3rd:

If you please, if you please,  
I will be polite,  
If you please, if you please,  
I'll learn to read and write.

All:

I thank you, Excuse me, and if you please,  
Are gay little fellows who never will tease,  
We all bow politely upon bended knees,  
Like Japanese children over the seas!

## Good Morning and Good Evening.

Good morning, good morning,  
Have you a smiling face? (smile)  
Good morning, good morning,  
Each child is in his place,  
We shake hands politely, so, (shake hands)  
To our seats then we will go, (go to seats).

Good evening, good evening,  
It's almost time for bed,  
Good evening, good evening,  
So nods each sleepy head, (nod heads)  
While mother sings a lullaby,  
The Dream Ship goes a sailing by! (wave arms).

## What the Wind Said.

By LAURA ROUNTREE SMITH.

What said the wind in the trees,  
As he whistled and sang one night,  
To the little boy in his trundle-bed,  
As he rocked the branches high over head,  
And the stars were shining bright?

The wind said, "Listen to me,  
I sing of ships at sea,  
And of many countries far away,  
For I travel onward by night and day,  
If wonderful things you would know,  
Little boy, you must grow and grow."

Thus said the wind in the trees,  
As he whistled and sang one night,  
To the little boy in his trundle-bed,  
As he rocked the branches high over head,  
And the stars were shining bright.

## THE NEW BIRD.

REBECCA STRUTTON,  
1025 8th St., San Diego, Calif.

Flitting here then floating there,  
Soaring high up in the air,  
Pretty, graceful, birdlike thing,  
Watch the flutter of its wing,  
Darting down then rising high,  
Just a speck up in the sky.  
What can such a large bird be,  
Flying over land and sea?  
Ah, it fairly makes me thrill,  
So smooth it glides o'er vale and hill,  
See! it takes a spiral dip,  
While below I spellbound sit.  
Birdman, when this bird you tame,  
Let me join the flying game.

## THE DELICATE DOLL.

Little friends from everywhere  
Tell me, will you please,  
Did you ever have a doll  
Catch a cold and sneeze?

Did you ever have a doll  
Have an awful fever,  
Ever have the whooping cough  
So you couldn't leave her?

My poor doll is always ill,  
Always in great pain;  
I think I know what made her sick  
I left her in the rain.

—S. M. T.

## Scale Song.

By LAURA ROUNTREE SMITH.

Hear the merry March winds blowing,  
Round the wind-mills all are going,  
Hear the merry March winds calling  
To the little raindrops falling!

## THE FAIRY ARMY OF THE LAKE.

(MISS) MARGARET RIDLOU,  
Simmons College, Boston, Mass.

See, child, look! 'Neath the glorious moon  
The silent lake lies blackly blue.  
Those sparkling lights? Dear heart, they are  
The fairies' armor showing through.

The fairy knights who guard the shore  
Ride prancing horses, snowy white.  
Wear golden, flashing armor too,  
Cans't see it in the bright moonlight?

Last night, dear heart, the moon lit up  
The stormy lake, we saw abreast  
Each wave, white, flashing pennants flung,  
White manes we saw tossed on each crest.

One time the goblins of the lake  
Shipwrecked a mariner this Fall,  
And so the gallant fairy knights  
Claimed vengeance on them one and all.

The battle waged. The lake grew rough,  
Men said: "The worst storm of the year."  
But you and I, dear child, *we know*—  
The goblins fled away in fear.

We saw the banners and the plumes  
Flash o'er the wave-crest in the fight,  
We saw the horses plunge and rear,  
It was no storm for us last night.

Upon the calm and silent lake  
Tonight the glimmering moonlight streams,  
The fairy knights are marching by,  
Beneath the lake their armor gleams.

So when you see that broad path shine  
Across the still, dark lake at night,  
You'll know it is the fairy host  
Which marches in its trappings bright.

## ON THE TRAIN.


How do you like to ride on a train,  
Ride through the country so fast?  
Skip over mountain and skim over plain,  
With the whistle blowing a blast.

Right through big cities and small cities too,  
And black spooky tunnels we creep,  
But after awhile there is nothing to do  
So I lean on my mother and sleep.

S. M. T.

"The time of compelling a child to study Latin just because it is included in the curriculum and not for the good it will actually do the student is past. What we must now do is give the child what it wants and what it will profit by rather than to overload it with work that will be of but little benefit for the simple reason that they do not take an interest in it."—*Stuart A. Curtis*, Detroit.

Men resemble the gods in nothing so much as in doing good to their fellow creatures.—*Cicero*.



## HEALTHFUL GAMES

### The Sailor Boys and Sailor Maids.

FROM PRIMARY EDUCATION

1. *Jolly Sailors.* Arms folded with elbows raised high. Heel, toe and 1, 2, 3. Set heel in front, point toe back, 2, run three steps, 1, 2, 3. Repeat around the room once, beginning with left foot and alternating left and right.

2. *Hoisting the Sails.* All face the center of the room and grasp the rope and pull all together with a downward sweep of the body. Repeat several times.

3. *Rocking of the Ship.* We keep our balance by responding to the movement of the ship. Walking with our feet well apart and swaying the body from side to side.

4. *Sighting Land.* All facing left, left foot forward, weight forward, heads high, left hand shading eyes and right hand retired; look in the distance.

5. *Rejoicing Over Landing.* Wave right arms and skip forward around the room once, then three short cheers—all together with right hands high in air as if waving sailor caps.

6. *Hauling the Halyards.* Facing left, walk forward, taking short, quick steps, and pull the rope in quickly hand over hand, watching them as we pull.

7. *The Landing.* Skipping forward to seats.

Other group rhythms as, Indian Life, The Eskimos, The Spring Farmer, The Builder, etc., can be easily worked out for indoors or outdoors.

### Outdoor Games That Keep Us All Busy.

1. *Trip to the Village.* One-half the players belong to one village, one-half to the other village. The villages are about twenty feet apart. On "Go" each group of villagers makes a trip to the other village and return. The group that gets back first wins the game. Played three times.

2. *Flying Home.* Each child has a tree for home, or two or three may have the same tree. One without a home stands in the middle of the forest. At a clap of the hands every one runs around through the forest, at another hand clap, all seek their homes and the one without a home finds one. The child left over is the homeless one for the next game.

3. *Hopping Toads.* What are we good for?

The toads form in a circle and join hands; One toad stands in the center with a rope about the length of the radius of the circle. On the end of this rope is securely tied a bean bag. The center toad swings the rope in a small circle, first keeping it close to the floor; he gradually enlarges the circle until the bag comes in line with the feet of the toads in the big circle, who must jump to avoid being hit by the bag. Whichever toad is unfortunate enough to be hit must exchange places with the center player.

4. *Japanese Shadow Game.* Some one cries, "The Shadow! The Shadow!" and every one tries to step on some one's else shadow. A splendid game for a cold sunshiny day.

5. *A Village Dance.* All stand in a circle. Each child standing next to his partner. One child in the center.

1. All clap hands four times; all stamp four times.

2. Join hands in the circle and glide seven glide steps to the left, jumping and clapping on eight.

3. Join left hands with partner and skip around partner once in eight counts.

4. Join right hands and skip around partner once in eight counts.

5. All join hands and breaking the circle in one place, the leader here leads the players in a winding route, skipping and winding up the circle when the leader reaches the center, and has wound up the players around the center player, she calls, "Clap your hands once and all take partners and skip away." The middle player snatches a partner and all skip away. The one left without a partner stands in the middle for the next time.

6. *Chasing the Snow Ball.* The ball is held high in the center of a group. A good strong boy stands in the center near the one holding the ball. By strong, I mean strong in leadership, as well as in muscle. He takes the ball quickly and throws it as high and as far as he can. All chase the ball. When a player gets both hands on it, he has it safe and the others fall away from him about ten feet; then he runs back to the starting point and they try to tag him before he returns the ball to the boy who threw it. If they tag him he must stay out of the next game.

### A NATIONAL BALLAD SEARCH.

A national search for old ballads has been inaugurated by the United States Bureau of Education. Convinced that many of the English and Scottish popular ballads of olden times still survive in the United States, and that immediate steps are necessary to rescue them from oblivion, the Bureau has commissioned Prof. C. Alphonso Smith, of the University of Virginia, a prominent folk-lore investigator, to institute a nation-wide search for versions of these old ballads that once helped to mold the character of the men and women who made up the larger part of the Colonial population of this country.

Among the ballads for which survivals are sought are: Robin Hood, The Beggar-Laddie, Bonny Barbara Allan, The Crafty Farmer, Durham Field, The Earl of Mar's Daughter, Fair Annie, Johnnie Armstrong's Last Goodnight, Ladie Isabel and the Elf Knight, Child Maurice, The Lass of Roch Royal, The Mermaid, Rob Roy, The Three Ravens, Trooper and Maid, and the Wife of Usher's Well.

If instead of a gem, or even a flower, we could cast the gift of a lovely thought into the heart of a friend, that would be giving as the angels give—George McDonald.



## THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergarten—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,  
389 CLINTON ST., BROOKLYN, N. Y.

S. S. Minneapolis, Feb. 6, 1914.

After a few months in London, during which period the editor visited several English schools (of which something more will be said when she can get at her notes,) she left Southampton on January 31st, to take the homeward voyage.

With the wind against us most of the way, progress has been delayed somewhat, but despite sudden squalls of rain or flurries of snow or hail, some of us have managed to keep on deck all day long, well protected by rugs, furs, and rain-coats.

Whereas, during the October-November passage we were several days in the Gulf Stream, whose presence was betrayed by the clusters of seaweed swept along in its current, and also by the increased temperature which permitted one's appearance on deck without hat or wrap, on this voyage the great ocean current has given no conspicuous indication of its existence, although were it not for it the temperature would doubtless be unbearably cold.

A constant source of pleasure, interest and curiosity, are the gulls. Ever, with tireless pinion they hover around the rear of the vessel, and one never tires of studying their wonderful sustained power of flight. Apparently, in order to rest, they need but adjust themselves to the invisible currents of air and yield themselves to be carried gently but swiftly, hither and yon. Backwards, forwards, sideways, upwards, downwards, they float, without the apparent tremor of a feather. But when they do fly, they move with speed and grace. At times as if by a preconcerted signal, the entire body of birds will desert the vessel's stern, and as we see them hastening to the side we know they are about to receive the daily bread for sake of which they attend ship so faithfully and with such faith. One feels curious to study the lens of an eye to note its powers of magnifying.

The soft gray color of body and wing, the latter tipped with black, is very beautiful, but when the sunlight strikes them, they resemble gigantic floating snowflakes.

When the kindergartner studies the power and uses of the invisible wind, the manner in which birds and aeroplanes make avail of the air currents would prove an interesting and profitable subject of discussion.

Observation of the flight of the gulls necessarily reminded one of that notable case in the South Kensington Museum which illustrates some of the knowledge

thus far gained as to the laws of flight. Here is shown specimen after specimen of the wings of various birds, insects, bats, flying-fish, flying-snakes, and the like, to exhibit the various mechanisms employed, and the evolution of one form of progression into another. The complete wing, the skeleton, and the feather, the scale, are shown and also small human-made mechanical models to further illustrate the mode of operation.

This one case, in its completeness, is but one example of the thoroughness with which the British Museum and its branches are arranged, in order to assist the seeker after knowledge.

The whistling and roaring of the wind through the rigging sets one to thinking that perhaps we do not give as much time and attention as we might, in the kindergarten to the various sounds produced by the invisible wind—the whistling, sighing, moaning, roaring, according as the instrument upon which it plays is the light foliage of the deciduous trees; the thick, close knit branches of the evergreens, the strings of the telegraph-wires, and the like. An aeolian-harp might be a source of great interest and pleasure in many a kindergarten. Can one of our readers give instructions for making one?

Forty-seven valuable horses are among our passengers the only kind of steerage except cattle, that the Atlantic Transport Line carries. Forty-two of these are great, splendid, heavy draught-horses from Belgium and France. The others are racers. Their quarters are comfortable and well-ventilated. The draught-horses of England and Scotland have long, thick hairs upon their legs—the legs of the others are short-haired. Perhaps country boys and girls could think out why the latter are more desirable in a district where muddy roads predominate.

We are perplexed while in London at seeing the horses clipped in what seemed at first an unreasonable manner. The back was not shaved, but the lower half of the body was clipped close, so that it seemed as if the lungs and more important organs were needlessly exposed to cold. But we are told that the hair, if left uncut, gets damp and wet, and as it does not dry readily in the ever moist air, of London, the animals would be chilled and subject to various ills. Hence there is a reason for this peculiar way of hair-dressing among London's hostlers.

The climate of London is a strange contradiction. Roses grow in the gardens until after the New Year;

the grass is green; and the spring birds singing, but one shivers inside the pretty houses, insufficiently heated by tiny grates.

The so-called Public Schools of Rugby and Eaton are in name familiar to most American readers. Less well known is the great Public School of St. Paul's located in that part of London known as Hammersmith.

This school is of a very ancient foundation, in connection with the wonderful old cathedral, but it was re-organized (1508-1512) by John Colet, who endowed it with estates of an annual value of 112 pounds or more.

The first master was William Lilly, a celebrated grammarian, and to those concerned in the history of educational progress it is of interest to read that in 1510 the company of mercers were appointed trustees, the "first example of non-clerical management in education."

This John Colet was a man of note and influence in his day. He was a graduate of Magdalen College, Oxford, and traveled in Paris and Italy in 1493, studying both canon and civil law, and becoming acquainted with Erasmus. Upon returning to England in 1496 he lectured on the epistles of St. Paul, replacing the old exegesis by one in harmony with the new learning, his methods greatly influencing Erasmus, to whom he in later years gave an annuity. He advanced from one church preferment to another, until he became dean of St. Paul's, and also Chaplain to Henry VIII. He preached at Wolsey's installation as cardinal. His religious opinions were much more liberal than those of the clergy of his time, so much so that he was in danger of persecution as a heretic. It was with money inherited from his father that the far-sighted educationalist re-founded the great endowed school for boys, which, during these many centuries has wielded so mighty an influence, through the innumerable children who have studied there.

We attended a lecture in one of its classic halls—a lecture describing the delights of camp-life in Canada, winter and summer, for such boys as long for a few months of adventure in the wilderness. Of interest it was to the American observer to note that it was not the pictures of enormous fish caught in the mountain lakes that elicited the most applause—but every beautiful sunset occasioned enthusiastic hand-clapping. Why this should be with an audience of boys of from 10 to 19 years of age, we have not been able to determine to our own satisfaction. Possibly many of them have experimented with cameras and know some of the difficulties involved in securing good sky effects, but that English boys should be more interested in beauty than in sport both surprised and puzzled the spectator.

The present school buildings are of great length and present an imposing appearance from the outside, especially if viewed from the vast playground which belongs to the school.

The school's many endowments in the course of time have so increased in value that, from the fund accrued, the Company of Mercers decided a few years ago to establish a foundation for girls similar to that for boys. Hence arose the St. Paul's School for Girls, which bears upon its facade the date 1903. The buildings are

spacious, beautiful and well equipped, and the presiding genius of the school, Miss Gray, is a woman of rare character and fine influence.

The same discussion as to the present value of the classic rages in England as in America, and hence it is interesting to read that when St. Paul's school was founded so long ago a highmaster was to be sought who should "be learned in good and clean Latin, and also in Greek if such may be gotten." It was the first school "that came into being under the immediate influence of humanism."

"Yours is not a free country. Your men are bound by public opinion; your women are bound by the petty dictums of society; your little children are chained. You try to make them into little men and women, not studying their natural instincts and allowing them to follow their good impulses. You bind them by the school desk, which is a symbol of the prison houses you make of your public schools. You say to the child: 'You shall study this'—mathematics, or a science, or a language—not realizing that perhaps the child is a Michael Angelo, a Raphael, whose interests lie along quite different lines from those which you map out for him.—Dr. Montessori

"Take the matter of will, for instance. The great trouble with society to-day is the lack of stability of the individual. Will means constancy. To will is to be able to do something good, useful, in concentrated fashion. The most permanent and best community life is built on this stability in activity. The laborer persists, successfully, in his trade life. The woman builds the home, using this same persistency in her love for her husband and her care of her children. If we are going to develop in our children the will to live as good members of a community, we will study the first, instinctive efforts to be busy about some childish play or task. The little child who completes a labor and persists in it, is taking his first step toward strength of character.—Dr. Montessori.

It's the real masters of life that make us ashamed ever to utter anything but thanksgiving. The business we are in thrusts into our very faces more suggestions of real joy and happiness than any other trade, calling, occupation, or pursuit there is. It is the business of perfecting life, nothing less, and life is good, healthy, and full of juice. Life is great, sweet, and rich and strong. Nothing can blot out your instructive and natural joy of it except yourself.—Wm. McAndrew, in *Journal of Education*, Boston.

Dr. Jenny B. Merrill has added to her lecture subjects the following: How to Present Simple Truths Concerning Sex to Young Children. She is also prepared to deliver addresses on any subject relating to Home Training, Kindergarten and Primary Methods, or Child Welfare in the Community. She can be secured for addresses to teachers, mothers, and in summer schools.

Never trouble another for what you can do yourself.

# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

**DEAR RURAL TEACHER.**—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

## MARCH.

Tints of green upon the grass;  
Swelling buds on every tree;  
Fleecy clouds that quickly pass;  
Birds to sing for you and me.  
Flowing brooks and melting snow;  
Winds that whistle loud and clear;  
Wake, O flowers! Awake and grow!  
March has come and spring is here.  
—Selected.

## ROBERT LOUIS STEVENSON.

There are many verses of Robert Louis Stevenson particularly attractive to children, the one entitled "The Wind" should be taught the children in connection with a study of the wind during this month.

They will be interested in the life of this man who understood the thoughts of children so well, he loved them, and loved everything in nature, and was always cheerful though an invalid the greater part of his life.

He was born in Edinburgh, Scotland. He began writing verses when very young, and even before he could write them he often repeated them, and his mother wrote them for him.

He was obliged to go to bed very early, and often would lie awake and repeat rhymes to himself. He could not understand the difference in the length of days in summer and winter, and in summer he said, "I would rather go to bed at seven o'clock than used to be." This thought he expressed in verse:

And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?

As a boy he was full of life and fun, and a leader in all school boy sports, but on account of ill health could not attend school regularly. When six years of age his uncle gave him a Bible picture book as a prize for giving the best history of the life of Moses, and from that time his greatest desire was to be an author.

On account of his health he lived for many years on an island in the Pacific ocean, and devoted much time to writing interesting books full of life and adventure.

## THE WIND.

I saw you toss the kites on high,  
And blow the birds about the sky;  
And all around I heard you pass,  
Like ladies' skirts across the grass—  
O wind, a-blowing all day long,  
O wind, that sings so loud a song!

I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all—  
O wind, a-blowing all day long,  
O wind, that sings so loud a song.  
O you that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?  
O wind, a-blowing all day long,  
O wind, that sings so loud a song.

—Stevenson.

## SPRING CALENDAR.

If you have a blackboard not in use set it aside for this purpose; if your blackboards are needed daily, use instead a large sheet of cardboard.

Have the children report each day the signs of spring; the date of each, the first pussy willows, the first robin, blue bird, meadow lark, crocus, snow drops, etc.

Each child is to make a similar calendar of a single sheet or a folder, decorating with something appropriate as pussy willow, robin, or crocus, and placing the memoranda on one side or, within if a folder "glimpses of spring."

## PAPER CUTTING AND MOUNTING.

The material for paper cutting during this month is endless in variety and excellent in quality. A talk upon the wind will lead them to suggest the pin-wheel, kites, weather vane, Dutch wind-mills and sails. Dutch wind-mills may be cut of blue paper and mounted upon white; weather vanes from black paper mounted upon white; the kites and pin-wheels may be mounted or made to use on the playground.

Each child in the country can be provided with pussy willows. Call the children's attention to the brown coat and its soft fur coat, this will open the way to further study of buds. Have each child cut and mount several branches in an artistic arrangement, the stem of dark brown, the "pussy" of white, and mounted upon gray.

A sugar camp.—Few children in the country are unfamiliar with a sugar camp, and they will enjoy representing one. Each child should be provided with a large sheet of drawing paper. Have him cut and mount a number of trees, then the pails suspended from same. A sugar camp, a kettle over a fire for boiling the sap, a boy carrying a pail, a cart and various other articles may be added to complete the scene.

## NUMBER AND WORD GAME.

Arrange in some convenient place in your room a fish pond; a fine net or coarse cloth will answer the pur-



## KINDERGARTEN MEETINGS

### Grand Rapids, Mich.

The students of the Grand Rapids Training School and the Froebel Child Study Club listened to a most interesting paper Wednesday, Feb. 4, by Mrs. H. N. Moore. Subject: "Requirements and Compliance."

### Montpelier, Vt.

Through the efforts of Miss Edith Blanchard, a kindergarten teacher, a mothers' club has been organized in this city. At the first meeting the children were present, and entertained the mothers with drills and exercises.

### New York.

At the March meeting of the New York Public School Kindergarten Association to be held at the Normal College of the city of New York, Park and Lexington Ave., 68th and 69th Sts., Mr. Geo. E. Johnson, former superintendent of the Pittsburgh playgrounds will give an address. Topic, Play and Recreation.

### Marion, Ind.

A kindergarten mass meeting was held at the first M. E. church, Feb. 5th, for the purpose of bringing the kindergarten work before the people of Marion, giving them an understanding of its true value. Miss Charlotte Gardner of Boston, who is in charge of the psychology department made the address. There are four public school kindergartens in the city, and the mothers residing in the district where these kindergartens are located were the guests of honor.

### Toledo, Ohio.

At the annual meeting of the Ohio Kindergarten Association an excellent exhibit of the work of the Toledo kindergartens was made. Prominent speakers on the program were the following: Dr. Mary Law, principal of the Law-Froebel Training School of Toledo; Carl C. W. Nicol, professor of philosophy, Oberlin College, and Miss Nettie Faris, principal of the Cleveland Kindergarten Training School, who has recently returned from a study of Italian methods as practiced in the schools of Rome.

Other officers of the state association are Miss Lillian Stone, first vice-president, Cincinnati; Miss Matilda Perrin, second vice-president, Dayton; Miss Matilda M. Remy, corresponding secretary and treasurer, Toledo; Miss Inez J. Pierce, recording secretary, Cleveland; Miss Elizabeth Samuels, auditor, Columbus. A banquet Saturday night closed the convention.

### Syracuse, N. Y.

Fifty-four teachers of the kindergartens and first four grades of the public schools have organized a glee club, with Miss Linn Marie Hawn as director.

## CHILDREN.

There is nothing in the world so important as children, nothing so interesting. If you ever wish to go in for some form of philanthropy, if you ever wish to be of real use in the world, do something for the children. If you ever yearn to be wise, study children. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race salvation, it will be because a little child has led them.—*David Starr Jordan.*

How can a child give free rein to his fancy when there is so little room for "make believe" left in his petted life? John Ruskin's mother limited his toys to an immense box of blocks, with which he built, day after day, the fragile edifices that turned his mind unconsciously to beauty of construction, to the graces and glories of architecture. The bareness of his surroundings compelled him to people his own world with creations of his own invention.

Each class in the Fairmont, W. Va., High School is named for some prominent citizen of the city. The citizen thus designated is known as the class sponsor, the class bearing his name instead of the usual class numerals. The sponsor takes a personal interest in the class. He entertains them once or twice during their junior and senior years, and assists them in different ways in their various class enterprises. In some instances sponsors have been successful in keeping boys and girls in school who would otherwise have dropped out.

Community music is the latest in co-operation. The pastor of a church in Locust Valley, N. Y., found that the church, the school, and the young people's organizations were spending a total of about \$1,300 per year for music without getting the best results. At his suggestion they pooled their funds and secured for \$100 a month the services of a competent music director who spends two days a week in Locust Valley, organizing and directing the music for the church and school, training a children's choir, giving monthly musical entertainments, and developing a choral society.

Pupils in the Dickerson High School, Jersey City, went to school from 4:30 in the afternoon to 10 o'clock at night on one occasion lately, in order that the adult members of their families might see the school plant in operation. Over 15,000 citizens took advantage of the opportunity offered by Superintendent Snyder to see what the high school was actually doing. The school program was carried out in the regular order, including the serving of the school luncheon about the middle of the session.

Bertha Johnston, Editor of the Committee of the Whole, and former editor of this magazine, sailed from London January 31st, via steamship Minneapolis, of the Atlantic Transport Line, on her return trip to New York. Under date of January 14th she reported that roses were blooming in English gardens, that the grass was fresh and green, but the air quite chilly and uncomfortable.

### WHAT IS TO BECOME OF OUR "BACKWARD SCHOOL CHILDREN?"

Within a few years public attention has been called to the existence of large numbers of children in our elementary schools, who, though not strictly speaking deficient, yet are unable to receive instruction in the ordinary way.

Germany first saw the necessity of making special provision for these children, and her first auxiliary schools were established in 1865; they have been recently reported to contain over 7,000 children.

The Scandinavian countries and Switzerland have also made efficient provision. The movement began in England in about 1892 and in the United States two years later.

The number of children so defective is considered to be one per cent of the enrollment. Upon this basis one hundred thousand children in the United States require special care and attention. Teachers are ignorant of the presence of such children often until past the age of improvement.

Such children must be made obedient, attentive, orderly, industrious, and polite. The chief aim should not be to develop the mind of the child, but rather mind and body.

The child's natural love of sports and taste for manual occupation are powerful helps in his training. Weaving, sewing, drawing, modeling and constructing should occupy about one-half of the child's time. The chief aim should be to make the child less unlike others in ordinary things, to give him the use of his hands, eyes and limbs; to eliminate the awkwardness and oddity which prejudice people against him.

Gymnastics and sports are among the most efficient means for arousing and stimulating the attention, will and self-control.

The number of children taught in these schools in our country has been so small that the subject has not yet forced itself upon public attention. Teachers should be urged especially in the lower grades to give each child individual attention.

Gymnastics and sports are among the most efficient of care after leaving school. The boys are taught trades and afterwards placed out as helpers. The head of the institution makes it his business to visit each boy once or twice a year to examine into his condition. Germany has thus far reached the highest success in making this class self-supporting.

Dinner is served to the girls who come to the evening classes in the Washington Irving High School, New York City. Instead of going to public restaurants, the girls come directly from work to the school, and spend the intervening time in the "gym" or reading rooms.

Hakodate, Japan, January 8th, 1914.

"We opened a new kindergarten in October of last year. The children flocked to our doors. We are full and overflowing and many on the waiting list. Our Japanese kindergartner understands English, so she need not have it translated. We find the magazine exceedingly useful.

AUGUSTA DICKERSON.

### HOW A VILLAGE SCHOOLHOUSE BECAME THE CENTER OF A SOCIAL MOVEMENT.

The following from a correspondent at Prescott, Wisconsin, for the Chicago Tribune, is interesting:

When the Rev. Chester A. Griswold came to Prescott last summer he was not content with preaching from his pulpit to his own limited congregation twice each Sunday and running the midweekly prayer meeting. He wandered about the streets in the evening and soon learned it was the common thing for the young women and men to loaf about the postoffice or the railroad station.

The Rev. Mr. Griswold made up his mind Prescott needed a social engineer. He went to Mayor J. W. Howes.

"Mr. Mayor," he said, "we ought to have somebody hired by the whole town to tackle the job of getting everybody together to plan and enjoy and develop a town ambition. I can't do it because I am hired by just a part of the people, and my services belong to them, but I'll help all I can."

Mayor Howes was interested in young people and believed in teamwork for folks. He talked things over with his wife. The result was that the entire town was invited to a Mother Goose pantomime and a dance at the mayor's home. Other people became interested and other town parties were given by private individuals. Then, when it had been demonstrated that a community good time was possible, the minister and the mayor wrote to the bureau of social centre development, which is a part of the extension department of the University of Wisconsin, and asked for direction and help.

The result is a people's club has been organized with the mayor as president. Every man and woman in the town becomes a member on payment of taxes, and meetings are held each fortnight to listen to speakers on public questions. Miss Genevieve Turner, a school teacher with a special aptitude for social centre work, was sent to Prescott as the social organizer and recreation director.

The school house has become the center of the social movement, and the village park has been turned into a big and well equipped playground. Mothers and fathers join with their children in learning the folk dances and out of door games. Volley ball, with the mayor and minister leading the teams, is a popular recreation for the men.

### ENCOURAGING TO OUR RURAL SCHOOLS.

Your Uncle Sam's farms in 1913 raised foodstuffs to the value of \$9,750,000,000, of which \$3,600,000,000 were animal products and \$6,100,000,000 were crops.

The number of farms has increased 11 per cent since 1910, until now there are 6,600,000 farms in this country.

These farms have more than doubled in value in 13 years. They are worth \$500,000,000 more in 1914 than in 1912.—*New York Globe*.

NOTE.—Let teachers in rural schools use these figures in arithmetic hour. It may help keep boys on the farm.



**SOME EXPERIMENTS IN ELEMENTARY SCHOOL ORGANIZATION.**

SAMUEL W. BROWN.

State Normal School, San Francisco, Cal.

AN ABSTRACT

The demand by various social conditions and forces for a further enrichment of the elementary school curriculum, together with a widespread demand for greater thoroughness in the traditional common school subjects must be ultimately met by certain changes in the organization of the elementary public school.

First of all the curriculum must be divided. That part of it which is valuable to all pupils alike because it aims to make them good citizens is the part which should be required in common of all. The rest is special. Parts of it should be required of some, but not of others. The needs and abilities of each individual should be the basis for determining what of the special material should be required of him.

Since these two kinds of material are frequently found within the same school subject, this division of the curriculum into common and special cannot be made along subject lines as now organized. And since there is much material in many of the subjects which is neither of common nor special value, a considerable amount of commonly used material can be and should be eliminated and discarded.

The remaining educational material should be organized into courses for presentation. Aside from the two major canons of common and special values the following will be found of service as canons for determining the nature of these courses:

Unity: See that, as far as possible, a single course shall demand only one kind of ability.

Brevity: Make every course as short as possible so that no child shall lose much time by having to repeat it in the interest of thoroughness.

Independence: Reduce the amount of required sequence in courses to the smallest amount possible, in the interest of flexibility through the ability to take required courses in more than one prescribed order.

Because of the variation of each child's program of daily work, due to his special assignments, it will be necessary to classify by subjects or courses rather than by grades. Experiment shows, too, that when a child is advanced by subjects rather than by his average in several subjects, he will not advance at an even rate in all subjects. Moth children will have a range of about three grades in advancement by subjects if they are to do the best work of which they are capable in each subject. The present form of graded school cannot accommodate such variation.

Departmental organization of the teaching force becomes necessary for presenting such an enriched and differentiated curriculum and for handling classification on a subject basis.

President Rush Rhees, of the University of Rochester, in an address on the Training of Children in Concentration, Feb. 21, spoke very highly of the kindergarten work, which he said is one of the most beautiful things that has come into our school system for many years.

Supervisor Edward Porter St. Johns, of Harvard, Conn., in an article published in the Courant of that city, emphasizes the importance of educating the parents if the school work is to be successful, and spoke very highly of the kindergarten, saying that from the first it recognized the significance of the home as an educational institution, and its mothers' meetings are now an almost universal feature of its work for the youngest children. "Parents' and teachers' associations," which seek to bring together parents and teachers for mutual counsel, are not very infrequent in some localities, and may serve useful purposes.

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## BOOK NOTES

We have received from the New York Public School Kindergarten Association two booklets, one entitled "Stories and Poems for the Kindergarten," the other "Games and Finger Plays for the Kindergarten." These books are offered at 25c each, and are made up of stories, poems and games, finger plays, etc., selected by a committee appointed by the association for the purpose.

The Tale of Pigling Bland. By Beatrix Potter, author of the Tale of Peter Rabbit. Illuminated cloth, 94 pages. Price 60c net. Published by Frederick Warne & Co., New York.

This is number two of the second series of the famous "Peter Rabbit" books for little children. The story has many illustrations in color, and is full of child interest.

The Panama Canal—What It is.—What It Means. By John Barrett, Director General of the Pan-American Union, and former United States Minister to Panama. 128 pps., 80 half-tone illustrations, maps and designs. Price \$1.00 net. Published by the Publicity Department, Pan American Union, Washington, D. C.

This specially prepared publication is intended to answer in popular, concise and interesting form the questions asked, and to give the information desired by everybody who wants to understand the canal, and its significance. Edition limited.

Dewdrops from Fairyland. By Lucy M. Scott. Illuminated cloth, 91 pps. Price \$1.25 net. Published by Frederick Warne Co., New York.

Nine interesting stories for children as follows: Silver Wings' Visit to Earth; Tiger-Lily Sprite; The Last Bee of Summer; The Immortal Baby; The Witch and the Goblin; When the Sun and Moon Met; The First Rose Beetle; A Blackberry Tale; Mrs. Nightingale's Evening Party. The illustrations, many of which are in colors, are very attractive.

When Mother Lets Us Act. By Stella George Stern Perry. Illustrated by Ada Budell. Illuminated cloth, 146 pages. Price 75c net. Published by Moffat, Yard & Company, New York.

This is not a book for work, it is a book for play. There isn't a thing to "learn by heart" in it. But the author believes that children can learn more by having a good time than by any other plan, if they know how to go about it. And also that they can grow wiser by "doing it all themselves" than in any other way ever tried.

The Concise Standard Dictionary. New Edition, abridged from the Funk & Wagnalls New Standard Dictionary. 12 mo., cloth, 585 pps., 60c net. Published by Funk & Wagnalls, New York.

This little volume is an abridgment from the "New Standard Dictionary." It contains "about 35,000 words and phrases" selected on the basis of including "all

words that are sure to be used by the average person in his speaking and writing, with the addition of such words and phrases as will occur in the books, papers, and magazines which are most likely to be read." The volume contains an appendix that embraces several novel features, as a department of (1) Faulty Diction, correcting common errors in speech and writing, (2) Rules for spelling, (3) Proper names of all kinds, (4) Foreign words and phrases current in English literature, (5) Symbolic Flowers and Gems, (6) Abbreviations and contractions.

The Ideal Sound Exemplifier. An aid to the primary teacher in imparting accurate pronunciation and in securing rapid progress in reading. By a Sister of Saint Joseph, Archdiocese of Boston, Massachusetts. Price 15c. For sale by Edward E. Babb & Company, 93 Federal Street, Boston.

The aim of the book is to aid the primary teacher in preparing the little ones entrusted to her care for the study of reading. No matter what method is followed, the children must get a knowledge of phonics if they are to make rapid progress in reading and be accurate in spelling. For the very foundation of our language consists of a number of elementary sounds which are taught in the study of phonics. When these sounds are known, the child can recognize and pronounce many new words without the least assistance. Thus he is encouraged and interested; and a desire for further knowledge is developed.

### Chicago, Ill.

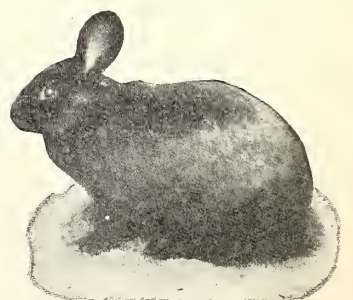
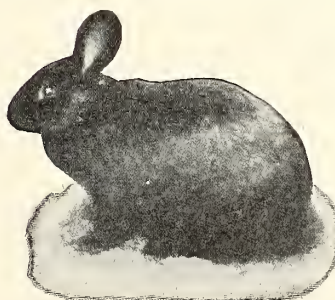
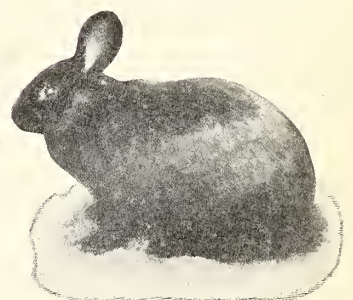
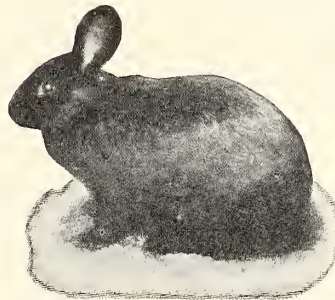
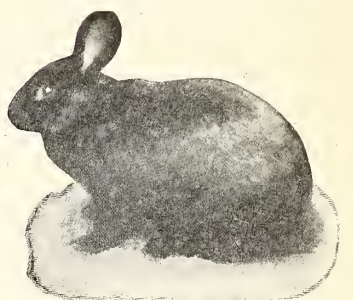
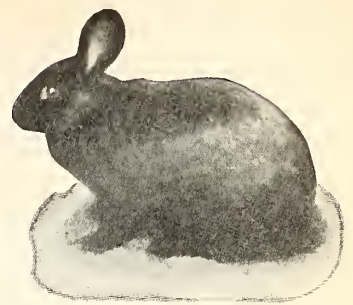
The National Kindergarten College of Chicago have broadened their curriculum this year so as to include lectures in social service, in eugenics, and in the comparison of the kindergarten and Montessori methods in child training. An experimental school with children in the Montessori method is being conducted in Chicago by Miss Susan M. Gorrisk, a graduate of the Montessori class in Rome, and who taught a small class in Dr. Montessori's home during her training. The chief purpose of the class is to test the method under American conditions, and a careful scientific record is being kept. Sunday afternoon lectures in the Assembly hall of the college on the fine arts are being held.

### St. Paul, Minn.

The salary schedule for St. Paul kindergartners in the public schools is as follows: Kindergarten directors, minimum, \$500; maximum, \$1,000; annual increase, \$50. Kindergarten assistants, minimum, \$500; maximum, \$650; annual increase, \$50.

Statistics shown that out of a hundred pupils that start in the first grade together only 18 of the number will graduate from the common grade school in eight years, while a total of 31 will eventually graduate from the common school course. The majority of those who enter drop out and join the working class before they complete the eight years of school.

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THIS page is published for the benefit of our subscribers scattered over the U. S., many of them remote from stores where books relating to their work can be obtained. It will tell you where to send. Look it over each issue and it will keep you posted as to the latest books for Kindergarten and Primary Teachers.

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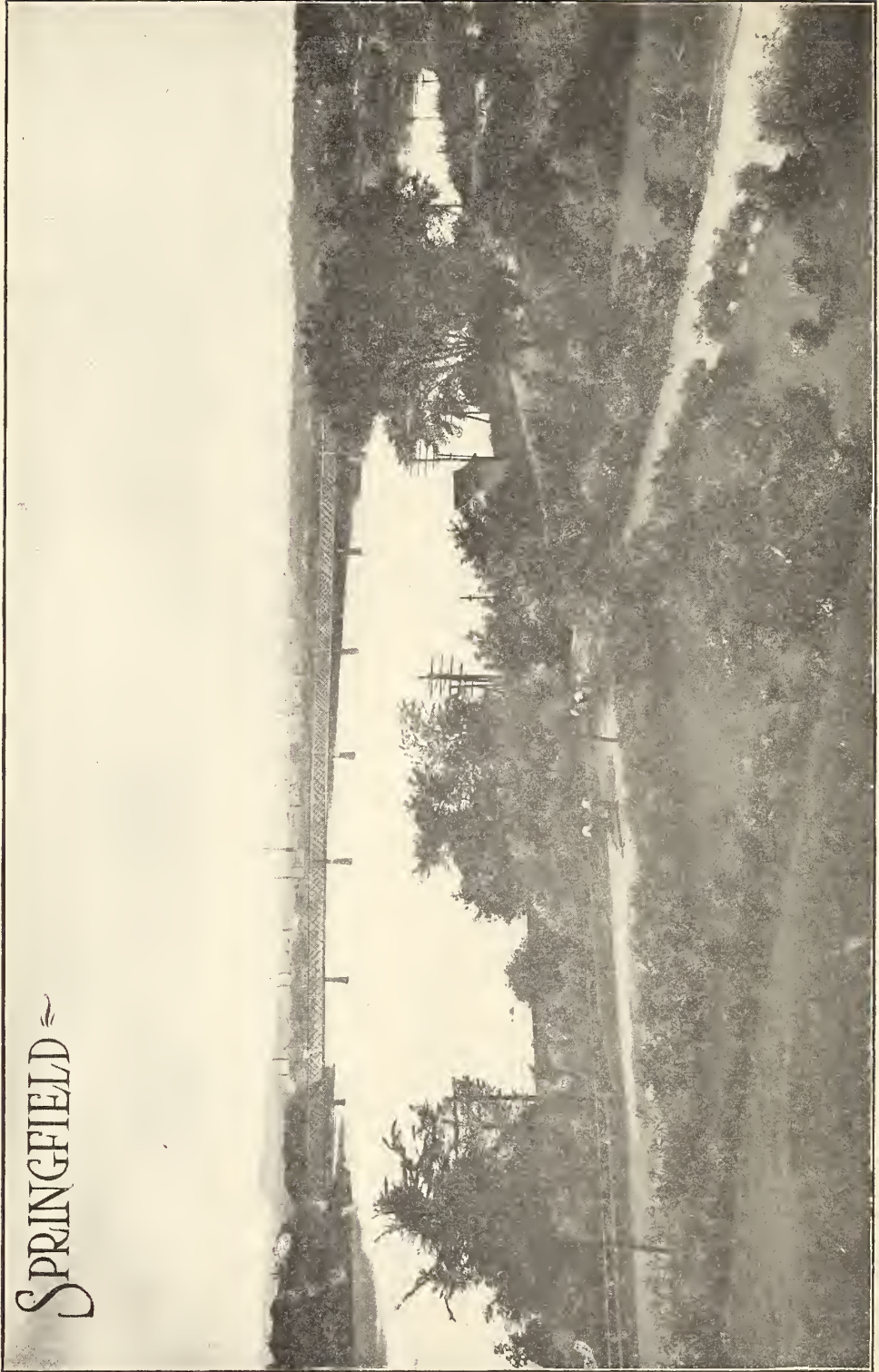
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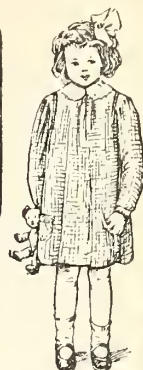




# THE KINDERGARTEN

—PRIMARY—

## MAGAZINE



PUBLISHED ON THE FIRST OF EACH MONTH, EXCEPT JULY AND AUGUST, AT MANISTEE, MICH., U. S. A. SUBSCRIPTION PRICE, \$1.00 PER ANNUM, POSTPAID IN U. S., HAWAIIAN ISLANDS, PHILLIPINES, GUAM, PORTO RICO, SAMOA, SHANGHAI, CANAL ZONE, CUBA, MEXICO. FOR CANADA ADD 20c., AND ALL OTHER COUNTRIES 30c., FOR POSTAGE.

J. H. SHULTS, MANAGER.

APRIL, 1914.

VOL. XXVI--No. 8

### EDITORIAL NOTES

Laura Rountree Smith is designing a series of artistic blackboard illustrations, one of which will appear in each number of our magazine during the following year.

Marguerite B. Sutton is arranging a series of full page illustrations relating to language work for smallest children, one of which will appear in each issue of our magazine during the next year.

Susan Plessner Pollock, formerly of the Kindergarten Training School, Washington, D. C., but now located at Gotha, Germany, will contribute in each issue of our magazine for next year a story for dramatizing.

We are pleased to announce that Dr. W. N. Hailmann, who has been spending the winter in California, will resume his contributions to the Kindergarten-Primary Magazine, probably beginning with the next issue.

Through the kindness of Mr. Emmett Hay Naylor, Secretary of the Springfield Board of Trade, we are enabled to give in this issue some excellent views of that city, which is now in the 'lime light' in consequence of the annual meeting of the International Kindergarten Union to be held there April 20-25. Additional illustrations will be given in our next issue.

Dr. Jenny B. Merrill, who contributes so many helpful articles to our magazine, will continue her work during the next volume. For the rural and village schools she will take up the work month by month giving definite and helpful instructions. For city kindergartners an en-

tirely new series along the line of program making will be given. Dr. Merrill's extended experience as a kindergartner, training school teacher, supervisor of the public school kindergartens of New York City, author of kindergartner books, and lecturer on kindergarten and educational subjects eminently qualifies her for the work.

The following testimony to the value of the kindergarten, from Hon. P. P. Claxton, U. S. Commissioner of Education, is certainly inspiring:

"If all homes were ideal, still the broader social life for which Froebel pleaded for the children would need to be supplied by the kindergarten. But, alas, they are not all ideal. In many, grinding poverty and traditional ignorance have done their work all too perfectly. In many there is want of intelligent mother love. Harshness takes the place of gentleness, filth and negligence of cleanliness and loving care, profanity and vice of the pure speech and simple virtues that should greet the ear and appeal to the heart of every child. For many children the home is on the street. In many homes of wealth and refinement the ignorant nurse is the child's most constant companion.

"'But the kindergarten costs money.' I think I hear some one say; 'we cannot afford it.' We can afford it, and all other educational facilities necessary for the full education of our people.

"We must do it; it is our first duty to our children, for whom we live, and in and through whom we must live after we are dead. The wealth we have is theirs—beyond that which we must consume in the needs of our daily life. Sooner or later we must leave it to them; we are only their stewards and guardians.

"Shall we invest their money for them in bonds or brains, or in lands or life? Shall we leave them money, or skill to produce money and more than money?"

"When we have done our full duty by providing for our children kindergartens and schools of all grades and kinds, when the forgotten child is remembered, and the 'lost waif' has been housed and redeemed, then shall we enter fully into our rightful heritage and wealth and honor and power shall be ours beyond what we can now comprehend."



MAIN STREET, Springfield, Mass.



UNION STATION, Springfield, Mass.



**Dr. Dewey on Social Motives in School Life**

(A REPORT)

Dr. Dewey's lecture was a comprehensive review of the relations of education to social life, and to national life. He said that this whole movement of education to build up national life was first conceived by Germany.

Frederick the Great and his advisers were the first statesmen to realize the value of the school as a political instrument. Their object was to build up the German nation over against competitors.

France after 1870 took the same view of education in relation to the state and set to work to nationalize its schools.

England attained its national unity much earlier, but only in our day has England nationalized her schools.

"Industrialism" is the product of these national tendencies. Germany again first saw the possibilities in her schools as a national asset in industrialism, and set to work to educate her citizens in industries as a good economic project.

In the United States we do not realize the struggle of nation against nation as they do in Europe.

In our country the movement in education that corresponds to "nationalism" in Europe, is more social in its character. It did its work so thoroughly by the thirties and forties of the Nineteenth Century that we are apt to overlook the comparative recency of the movement.

Our movement was more broadly human and was started in many cities under philanthropic societies.

There were all kinds of humanistic schemes introducing sentiment on a wide scale. The idea had taken deep root that most evils spring from ignorance. If minds were only enlightened, humanity would leap forward. Horace Mann was the great representative of this movement in our country. Our early presidents, as Jefferson and Madison, fully believed, that the stability of democratic government is bound up with a certain amount of knowledge. It was not a question of the United States over against other nations, as it was in Europe. Education was essential in a republic.

This period in the United States was not only one of great philanthropic interest, but also it was a great missionary period in the churches. The churches established schools, feeling it to be their business to supply better education industrially, intellectually and morally.

There was great motive power from philanthropy and the activity of the churches. Almost every public school started as a more or less philanthropic or charity school.

Gradually these schools were taken over by the municipality.

Dr. Dewey seemed to be taking us up on a mountain top to give us a broad, historic survey of the past century in order to help us see more clearly the social motives that were so prominent in building up our schools, but were for a time lost sight of. He

is himself the great apostle of modern school social interests. His "School and Society" is our great educational classic. No teacher can afford to have it absent from his book-shelf.

Dr. Dewey proceeded to show in his lecture that in our early history, great stress was laid upon the individual.

There were so many natural resources, prosperity was stimulating, and the individual could go out and carve his own future. There was much land awaiting his coming. Individual ambition was greatly stimulated.

Individuals were to be aroused to the idea that all could succeed for themselves. This was true up to the Civil War. Our people were not conscious, as were the Germans, of the great need of training to national ends.

More recently there has been a gathering of tendencies to formulate a distinct philosophy of social principles in education. There is a tendency to test the various parts of educational machinery on the basis of its contribution to social efficiency.

(To be continued.)

**THE TEACHING OF CIVICS IN ELEMENTARY AND SECONDARY SCHOOLS.**

J. LYNN BARNARD

The old-time stuffing of the memory with endless detail about the anatomy of government, chiefly federal, which has so long masqueraded under the name, "Civics," is illustrated; and the contention is made that it must soon give way to a live, practical study of community activities. This study must begin with the child's own social experience and radiate out to ever-widening circles of interest. Froebel realized that the immediate end of the teaching process was to relate the pupils to their environment, whether of language, of time and space relations, of nature, or of man's own devising. And this process is begun in the kindergarten. The farmer, the carpenter, the blacksmith, all are the child's friends, doing for him interesting services which he sees, sings about, and imitates.

**CORNELL'S COURSE IN CITIZENSHIP**

Offered this year for the first time, is attended by over 200. The course consists of 14 lectures dealing with the relation of the citizen to the community. Men actively engaged in civic and social work have discussed schools, recreation, health, immigration, poverty, crime, labor problems, housing, politics, the church, city planning, and the press. The course is under the direction of the department of political science, and university credit is allowed.

What is declared to be the first training school for "dental nurses" is now in successful operation in Bridgeport, Conn. Thirty-two young women—teachers, dental assistants, and others—are receiving special training under university professors and practical dentists in the Fones School, and about half the class will be ready to enter dental hygiene work in June, 1914.

## THE LITTLE GARDENER

(From the German of Friedrich Froebel.)

BERTHA JOHNSTON

*See Mother Play Picture in this issue.*

Fold the fingers of your left hand, mother, in the form of a flower, such as a lily-bud, for example; closing the fingers of the right hand in shape of a watering-pot, (the thumb being the spout), with which to sprinkle the flower, whose bud, while we do this, begins to unfold, the fingers gently opening, in likeness of an unfolding blossom.

Do this only once before your beloved child, and he will begin to imitate your action, for, however much he may in general be inclined to imitate anything mother-love shows him how to do. *this* little play gives him particular pleasure. The meaning of this imitation by your children should therefore, dear mothers, be attended to with solicitude. It lessens for you more than one-half the care incident to their education, and actually effects *more*, as with a feather's weight, what later a hundred-weight word from you can with difficulty accomplish; believe me, before you learn through painful experience, that I am right and this insight then is of no avail except to nourish your unhappiness.

But, meanwhile, we must not forget our little gardener, for what is more charming than the sight of a little gardener, or many little garden-playing children!

"Tend!" "Nurture!" are words, dear mother, which, in the course of our reciprocal communications, and in our common observation of, and sharing of child-life, we have said to each other innumerable times. They are, indeed, of consequence, for the lives of our darlings. Say, thoughtful mother, what, truly, can we bestow upon the hearts of our hearts, (the children), of more importance, for their entire life, than this mind, this disposition, for this persistence, in the nurture of life? and giving them the means, pointing out the way, thereto? Therefore, father and mother, dear parents, may we dare say to ourselves, "We do this faithfully, and have done it faithfully until now, and so we dare hope, and you dare hope, that in old age you will receive care and attention from your grateful children just as the little boy there, does what he can, with his little gift, for the old man whom he does not even know."

Yet, true nurture, requires that Time and Place be observed, for not all plants endure to be watered directly upon the roots, and least of all the lilies, which are thus easily rotted. I think, truly, that the little gardener, who stands there, so thoughtfully, would say to us: "In all your nurture, consider Place;" and so the weathercock, so easily turned here and there by the wind, upon the far-seeing hill, says to us: "Consider Time."

"In the hot glow of the sunshine, watering does no good; the already exhausted leaf has no more strength in itself to send onward what it has received, and so rest to remain healthy."

And in conclusion, dear parents, let us consider yet one more thing:

"What do children do more readily, and eagerly,

Than, in a lovely garden, near the house,  
To build, to tend, to water, to nurse?  
To build a little house by bending branches,  
To nurse the dolly in bed and cradle.  
To sprinkle the flowers that soon they may blossom,  
And exhale sweet fragrance in return for their trouble.

Yes, sticks and thorns, even, shall bear fruit.  
To say "thank you" to the gardener, for his care.

And what should now, oh parents,—what does this teach us?

We should, like the children, increase our joy:  
Then show them by quiet deed.

How this is to be attained.—

Build the house for a glad child-garden.

Thoughtfully, faithfully, the children there to tend:

First to guard them, externally.

From the dangers that fetter the body:

But, yet more, with care to develop.

Powers, that through God, rule in them.

Which He gave, with Fatherly love.

That, through deed, they may raise themselves to Him.

## FROM A KINDERGARTNER'S DIARY

June 7, 1907. (Before the days of Montessori practical exercises.)

I found Lydie all alone in our room when I entered this morning. She had arrived early indeed, and brought very sharp eyes with her. She greeted me with "Our part is very dirty; may I clean it?" So we transferred trees, dolls, park benches and animals to the tables. Then Lydie with one of my aprons tied around her neck, and armed with a sponge and basin of water, "cleaned" to her heart's content. By the time the scrubbing was finished, Rose and Katie appeared. They helped in dusting. As other children arrived, they too became interested in cleaning.

The piano was never dusted so thoroly, nor tables and chairs; the steam-pipes were dusted by half a dozen small hands, the window sills and blackboard were cleaned.

Coats were removed and the very hooks "wiped." Teacher must now do the mantel-piece. Teresa exclaimed, "It is too high for the children."

Our room was shining by the time we heard the nine o'clock bell.

After opening, the children washed the plants and fed our fishes. This is usually attended to before nine o'clock.

A model school to be used as a workshop for the training of students of education is to be opened at Harvard University, in the fall, according to plans outlined by Prof. Hanus some time ago. As the plan has been explained, the school will include all departments, from the kindergarten through the high school. When first opened only the kindergarten will be attempted and each year a grade will be added until the plan is complete.

A thousand probabilities do not make one truth.  
—Italian.

# THE KINDERGARTEN PROGRAM

## WITH SPECIAL REFERENCE TO THE MONTH OF APRIL

By JENNY B. MERRILL, Pd. D.

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### Suggestions on the Program for April.

Spring varies so much in different localities that it is extremely difficult to say what topic is most appropriate for any particular week.

We gave suggestions on "Nature Interests" in March, which should be reconsidered for the present month.

It seemed best to be timely in planning for garden work, for if possible, we want the children to see results before vacation days arrive. But in many instances, I find planting is not done before April.

It may be that "the return of the birds" was not noted in March. If so let the kindergarten room be bright with bird pictures this month and sing songs of the birds according to the children's experiences in their walks.

Find and name trees on the spring walks. Watch for birds and blossoms. If April is not too showery let the walks be daily if at all possible.

April showers will recall the topic "Water" which may have been crowded out of March.

At some point the children will enjoy the classic rhyme:

"March winds and April showers  
Bring forth May flowers."

Watch the rain drops. Tell a story of the travels of a rain drop.

Once a little drop of water was dancing on a big wave out in the ocean. It saw the bright sun in the sky and wanted to climb up to meet it. Soon this little drop of water felt as if it had tiny wings, and away it flew up to meet the sun! But as it was flying, this little drop of water met a cloud. It was tired, and the cloud said, "Come with me, I will carry you where I am going." "Where are you going?" asked the little drop of water. "I am going over to the land where the flowers grow." "I want to see the flowers," said the raindrop. "I will go with you, pretty cloud." The wind began to blow and the cloud floated away from the ocean over to the land where the spring flowers were starting to grow. The little drop of water was in the cloud.

There were many other little drops of water all riding in the cloud. One said, "I want to go down to give a drink to the pretty spring flowers."

"Then I will go with you." "I will go, too," said many little drops of water. Down came the drops of rain one after another until there was a real April shower, and the little flowers began to grow faster that very day.

This story may be modified according to the age of the children. It is a fundamental story that leads later to an appreciation of the great circular movement of water in nature, from the ocean to the river. A later story with older children traces the return of the little drops of water to their home in the ocean.

Another valuable nature topic for April is "Shadows." Let the children run after their own shadow, wonder why it sometimes is in front of them, and sometimes is behind them.

Why is it so long? Why is it so short? Questions start thought even if no full explanation can be given at first.

Place a stick where the children can mark the changes in the shadow's length and position from hour to hour and day to day. Possibly visit a sun dial, but let the children observe for themselves. It is the habit of observation that we wish to encourage. This habit established will lead on to future discoveries.

Do not make the mistake of giving too much information to children in the kindergarten.

They readily repeat words and even appear to understand when they do not. Such instruction only clogs the mind.

Play with shadows in the kindergarten room. Let the children guess what object makes a certain shadow.

Play also with the light bird and the colored band on the wall. Show shadow pictures on the wall, and in the mother's meeting tell of Froebel's Mother play in the shadow rabbit.

Children are really more fond of animals than flowers.

Let springtime bring a live bunny to Kindergarten if at all possible.

Even if he only spends the day, it is worth while. There seems to be a barrier of reserve broken down when a living pet animal is in the kindergarten.

Try it and see what this means.

Language comes more freely. Singing improves. Games are more lively and natural. Do not exclude bunny from the circle. Put a plant in the circle and see what he will do. Let a child hold out a carrot or a cabbage leaf.

A young chick has been happily entertained in the Kindergarten, many and many a time.

Add yours to the list if you can. One Kindergarten chicken visited every class in school and delighted the older boys and girls quite as much as

our little ones. Share good things with your associates, and this example will be a power in your children's lives.

The egg has its Easter message.

The hen's nest and its eggs, the bird's nest and the smaller eggs; the coming of chicks and birdies is the ever fascinating story of the Easter time.

The cocoon is a nest, too, and it may be a moth or butterfly will awake for Easter or soon after. Let its life story be felt and played and sung. Do not teach parts and details, but let the life story be told in games again and again.

Be quiet while the children see for themselves. Do you stand back and let them wonder? By a good timely question start the little mind working if it is not already too active.

Make connections for them by questioning if they have been with you all the year, as, "Where did we get the cocoon?" "How long have we had it?" "What a long, long sleeping time for the caterpillar!" "Did it have wings when it went to sleep?" "How did it get wings?" "What are wings for?" "Shall we open the window and let it fly away to find flowers?"

Froebel's birthday comes in April, and while, as I explained in February, I do not think that such young children appreciate heroes, yet it is a good time each year for all kindergartners to re-read the life of Froebel for their own inspiration.

Some little incident will make the basis for a kindergarten story, or though his name be not mentioned, some extra flowers, or pretty stones may be shown on April 21.

Froebel loved minerals. Sometimes we overlook them in collecting for our kindergarten cabinet. There are many soft colors in stones. Their hardness and smoothness, their polish or roughness, all appeal to the sense of touch. Have a sense game with stones on Froebel's birthday. Take a walk and see who will find the prettiest stone, the largest, the smallest, the smoothest, the roughest.

Play games out of doors. Play the "transformation game" which was one of his own favorites. Starting with the whole circle, let it divide into two smaller circles; then let each smaller circle divide again until there are four. Again re-unite until the one large circle is formed again.

This game may symbolize "unity" to the kindergarten, but to the children it is a pretty game at least if nothing more.

Re-read "Movement Plays" in "Pedagogies of the Kindergarten."

#### APRIL OUTLINE

##### Subject-Matter—

- Growth—new life—
- Trees, flowers, grass.
- Returning birds.
- Chickens. Bunny.
- Bees and butterflies,

Culminating in the Easter thought, for which the work of March has paved the way.

##### Gifts—

- First, third, fourth, fifth, sixth, seventh, eighth—
- Garden, peg-boards and sticks.
- Chicken yard and meadows where flowers grow.
- Chicken houses and coops (blocks).
- Beehives (blocks or sticks).
- What the birds see as they are returning, and where they make their nests (sticks and rings—best suited to express). (Use gift blocks.)

##### Occupations—

- Painting—
- Birds, flowers, Easter eggs, cocoons, church windows.
- Pasting—
- Border designs with bird, egg, rabbit or butterfly units.
- Tearing and cutting—
- Spring flowers, and units for pasting.
- Folding—
- Chicken coops, bee-hives, Easter baskets.
- Clay and sand—
- Birds' nests, cocoons, Easter eggs, flower pots, a city park.

##### Songs—

- The Chicken (Small Songs for Small Singers), Niedlinger.
- The Bluebird (Songs and Games for Little Ones), Jenks.
- God sends his bright spring sun—
- The Flower Bed—sing to children (Smith, No. 1).

##### Finger Plays—

- Good Mother Hen.
- The Bee-hive and Ant-hill (Finger Plays), Poulsson.

##### Games—

- Caterpillar and Butterfly (Hill).
- In a Hedge (Smith, No. 1).
- Play with Spring Toys.

##### Stories—

- The Morning Glory Seed.
- The Lost Chicken.
- The Earth Worm (In the Child's World), Poulsson.
- How the Robin Got His Red-Breast.
- Legend of the Woodpecker.
- The Little Red Hen (For the Children's Hour), Bailey and Lewis.

##### Rhythms—

- Dancing Raindrops.
- Flying and Hopping Birds.
- Spading Flower Bed.
- Butterflies.
- Jumping Rope.
- Flying Kites,

## A Few Reports by Kindergartners for April

## WALKS

We have taken as many walks as the weather has permitted this spring, having been about once a week on the average. It is amusing to see all the children come in on a clear day. Each one is sure to ask. "Are we going to the park?" We take balls and tops with us and sometimes jumping ropes. There is nothing in Riverside Park that escapes their notice. It was lovely to see the tulips in the flower bed, and watch them growing from week to week. We also saw bees flying about the tulip bed.

We have tried to have every spring flower in the kindergarten at different times. We have had tulips and daffodils, hyacinths, pansies, buttercups, dandelions and any amount of others. I find they learn the names very readily.

I. W.

Our walks have been to the grounds around the Blind Asylum, where we are permitted to play and romp on the grass. We observe the trees, nests, vines on house, birds, sky, clouds, etc. We have named and learned to know the following flowers:

- 1 Carnation.
- 2 Tulip, red and white.
- 3 Lilies of the Valley.
- 4 Lily (Easter).
- 5 Jonquil.
- 6 Pansy.
- 7 Nasturtium.
- 8 Sweet Peas.
- 9 Wild Honeysuckle.
- 10 Violet.
- 11 Lilac, white and purple.
- 12 Daisy (English).
- 13 Daisy (American).
- 14 Buttercup.
- 15 Dandelion.
- 16 Geranium.
- 17 Rose.

C. E. H.

Note.—These two reports are from kindergartens located in localities where it would seem most difficult to secure so many glimpses of nature. They encourage us.

Every child in the kindergarten planted a seed.

They are very much interested in watching the seeds grow.

We have three boxes at the window in which we planted lettuce, radishes and beans.

We also planted flower seeds. Sweet peas, poppy an morning glory.

We had a most delightful time Froebel's birthday.

We visited Jeannette Park.

Marching and games were enjoyed.

Each child carried a small American flag. We expect to visit the park about once a week during these spring months.

O. B.

I have been taking the children out for a walk in groups of eight or ten. The children seem to enjoy the outings very much and chatter like magpies about everything they see. We walk to East River Park

where we watch the ferry boats crossing the river, the sail boats, row boats, tugs and sometimes the larger steamers. We see the lighthouse on the end of Blackwell's Island, the trees with their new green leaves, the little birdies, a nest 'way up in a tree top and the last time a little white butterfly.

Each child has planted some seeds and is now caring for them and watching them grow. W. I.

During April the children went once a week to see the development of the buds on the trees in Seward Park and the turning of the grass blades from gray brown to green. The children saw sparrows carry twigs and straws and build nests in the columns of the new P. S. No. 62.

The features of the playground were also appreciated. Planting of seeds and the development of the buds on fruit trees, branches of which were brought to the Kindergarten by the teacher and placed in vases of water so that children could see the transformation. The children were also much interested in watching the movements of their own shadows on the street when we walked to the park. They called them moving pictures.

R. R. A.

## STORIES DRAMATIZED

The children have dramatized the story of "Little Golden-Hair" (The Three Bears). Also during April stories of farm life. The farmer plowing and planting seed; wheeling a wheel-barrow full of earth and emptying it; shoveling earth and filling it again and again to make a garden bed. In the sand box we have illustrated stories of farm life. We have had a farmer plowing and another planting seed with a bag of seed in one arm. A little boy one day suggested playing something he had seen in a parade on Broadway. He carried it out very well. He arranged chairs for a long wagon, chose children to sit in it, chose horses and a driver, gave each child a little flag and one a large flag and asked me to play "We're Soldiers in a Wagon." One day a child did not choose horses; when I asked him why, he said, "This time it's an automobile."

During the past month we illustrated the work of the farmer.

His house, barn, animals on the farm, plowing up the fields.

One boy asked to play "Yankee Doodle," and all the children enjoyed it very much.

S. K.

When we were playing games one day, a child suggested we play "Bunny," which we did, and this led them to see the possibility of using other songs for games, and we played the kitten and bow-bow and a wee little nest. The attention was held perfectly by the interest in these dramatized games, especially when there was any imitating, such as "Who's Been Eating My Soup?"

Until recently I had not tried dramatizing stories. I have, however, dramatized "Five Little Squirrels" and "The Three Bears." Both were successful. A dear little golden haired girl was chosen for Goldi-

locks and although she did not feel her part, she faithfully carried out the promptings of the children; she was playing sleep, lying down with her head on my skirt when the bears found her. The children said to Goldilocks "Now you must jump out the window; give a jump." So Goldilocks got up and "gave a jump." The children then said, "Run, run home!" and Goldilocks ran home. E. S. N.

We continually dramatize stories, songs and finger plays.

Dramatized "Birds Nests," Gaynor Book.  
"Thumbkins."

"Take a Little Seed," etc.

Dramatized house keeping games, sand stories.  
Boy's walk. Home in country. L. G. F.

We have dramatized many of our stories as well as our nature talks.

The one of which we are most fond is "Aunt Jenny's String-bag." ( Story, made-up, founded upon a fact of the birds using string in building nests).

We have also dramatized "The Shoemaker and the Brownies," "Mary's Garden," and "The Farmer and the Birds." M. B. H.

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SAND STORIES

"Good Mother Hen."—Toy hen, toy chickens, nest and coop.

"Farmer's Work."—Plow, furrows, rakes, seeds planted.

"Farmyard and Scene."—Cows, pails, brook, flowers, chickens. M. S. D.

During the month of April particular attention was given to the central object of the kindergarten. The week that was devoted to chickens and ducks we had a very pretty scene in the sand tray. There was the chicken coop which the children helped to make with the mother hen inside, and some very small toy chickens outside, paper plates which were used to hold the corn and bunches of artificial trees; it was Mothers' Meeting for the month; the mothers remarked how natural it was, and how much pleasure a thing like it gives to the little children.

In like manner for our fish and frogs we had the aquarium in the middle of the circle during morning talk, gift and occupation periods, where the children could see and watch the fish play. C. A. R.

On Froebel's birthday we went to the field at the foot of Fifty-third street and saw men ploughing the ground. We then went to the dock and watched the boats on the river, and observed the country opposite, etc.

The children have dramatized no stories or illustrated none in the sand box; but have had a sand scene, and illustrated stories in clay and drawing.

C. T. R.

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ANIMAL INTERESTS

We had a pleasant walk to Leroy St. Park last week. The children fed the birds who come to bathe and drink at the fountain. A bird's nest made of

straw, up in a tree, interested them very much. A. S.

The Association bunny has been with us more than a week. He is very tame and cunning and has been a great delight to the children. We named him "Long Ears." F. K.

The sand-tray has illustrated the planting and the farm. At present it is the farm-yard, divided into fields, one for sheep, one for horses, colts, donkey and colt, a chicken-yard and pig-sty. We got the relative-sized animals by cutting out colored pictures of them and standing them in the sand—a very satisfactory experiment. S. Q.

The children know by name and "call" all of the common farm animals. They know, too, by name, the pictures of robin, blue bird, oriole, blue jay, thrush, red-winged black bird, crow, cat bird, pewee and their "calls."

There seems to be no subject so dear to the children as that of farm animals. During the month of April we took many imaginary trips to Mr. Farmer and his pets. The chicken families, the bunnies, the ducks, sheep, lambs, cows, horses, mule, dog, cat, pig, were all discussed and in some way illustrated, either by songs, games, or occupation. We imitated all the sounds. M. G. B.

The story of "Alice's Visit to the Farm" was carried through the term, whenever any animal was talked of the animal was placed in the farm at the same time. "How Patty Gave Thanks." Little child played with the doll and walked her to the barn on farm.

"Harry's New Sled." Hill made in sand by farm and new red sled placed on top.

To illustrate where wood came from the children formed banks of the river and we floated five sticks down the river, dramatizing all from the woodcutter to the saw-mill.

Song, "There's a Wee Little Nest," also illustrated by placing nest with three eggs in it, in the tree. I. V.

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CHILD INCIDENTS

This year we decided to let the children take an active part in getting flower pots, so each child brought two cents, and taking a group one day, then a group another day, we went out and found a store where each purchased and paid for his own pot, and all especially enjoyed it. E. L.

We have taken several pleasant walks since the warmer weather has come. On a beautiful day we can scarcely keep the children in the kindergarten room as they are so anxious to go out. Yesterday one little girl suggested taking our chairs and sitting in a circle outside on the sidewalk. I was sorry I could not oblige her. On one of our outings we went to Central Park to see the sheep, squirrels and robin redbreasts. I. W.

We went quite often to Tompkins Square during April. The children enjoyed the walks very much. The trees we observe, also the grass and the foun-

tain. The children enjoyed the swings. As an object of interest we have taken the tree outside the school which we can see from our window. The children were greatly interested and never forgot to observe it in the morning. All were delighted to see the green leaves when they first came out. A. J.

This month we have made quite a few trips out with the children. Twice to the park, once or twice a week up on the roof, and once in a while a short walk. Although the neighborhood is far from ideal, the children seem to enjoy the idea of going out. It is something different and seems to benefit them in many ways. Before long the recreation pier will open, then we will have many good times playing games and watching the boats. R. K.

Last week we spent a very enjoyable time walking in Hester St. Park. One little girl slyly reached under an iron fence and pulled up a handful of grass which she carefully tucked away under her apron. She said she would take it home to her mother.

F. M. S.

### APPLESEED JOHN.

Many years ago before the great Northwest was settled, and while even a large part of New York and Pennsylvania was still a wilderness, there lived a man who spent a large part of his time in what many people considered a foolish occupation. His name was John Chapman, and, according to tradition, he went through what is now western Pennsylvania, Ohio and Indiana before the forests were cut away and planted orchards for the settlers who, he was sure would come later. Many stories have been told of this remarkable man.

It is said that he spent his winters in the settlements near the Atlantic coast teaching the children and doing odd jobs about the farm. In those days the teachers "boarded around" in the neighborhood. Therefore John Chapman had no board to pay, and he needed little money. But he did not ask for money. He was content to receive his pay in the seeds of apples, peaches, pears, plums, and grapes. This is why he was called "Applesseed John." The farmers and the children saved their seed for him, and when spring came he filled his boat with seeds and started down the Ohio river. At every suitable landing he took his bag of seeds on his back and trudged through the forest until he found a good open place, and there he planted his seed, built a fence of boughs about them, and started out again.

Many of the trees that he planted survived and many of the settlers who came later were provided with fruit.

### HON. P. P. CLAXTON'S INTEREST IN THE KINDERGARTEN.

Hon. P. P. Claxton, U. S. Commissioner of Education, is vitally interested in the success of the kindergarten, and among other organizations has invited the National Kindergarten Association to cooperate with the United States Bureau of Education in developing kindergarten instruction in America.

### KINDERGARTEN FOR LITTLE FOREIGNERS

The Tacoma Tribune thus describes the settlement kindergartens in that city in charge of Miss Dema M. Chayer:

The house is one of eight rooms, where Miss Dema M. Chayer, who is in charge, lives with the company of an Italian girl of about fourteen.

The walls are done in shades of tan; the pictures are prints of the masterpieces. Flowers are found here and there, which give it the air of home; the curtains are inexpensive schrim; but everything, even the blue painted walls of the kitchen, represents cleanliness and good taste, but nothing whose price would bar it from the humblest.

In the mornings there is kindergarten for the little men and women whose parents come from sunny Italy. In the afternoon (two a week), the mothers come and are taught to cook well and on a basis of economy. The girls have a cooking class which meets Thursday night. As a change, this week they will have an Italian dinner cooked wholly by the girls themselves; also there is a sewing class, where the girls are taught to make their own clothes.

Life is full and happy to the little olive-skinned children who come each morning, rain or shine, to the kindergarten in connection with the settlement house on South M street. They are too little to be noisy, but their small bodies are full of wiggles and twists; they are too little to realize that this is their first step into the great unknown world; too little to know every plaything, every block, cube and cylinder is a symbol of that same world. How would a baby of three know that the ball, so pretty and bright, and with such a nice "soft round face" could be the shape of the great earth on which it lives? Could it know that the hard, white wooden cylinder, which is such an aid in building a pretty playhouse, could be the shape of our gigantic trees, or that it could suggest the stem of the rose; or again, that it has any resemblance to his own small body?

Or, even the child of five; he learns that the "square" piece of wood has "corners," "edges," and one, two, three, four, five, six "faces," all new words to him; and then these hard foreign words must be applied. And the Italian words are so much softer, and are always heard at home; no wonder it all seems so incomprehensible to the children whose minds have only the impressions—and those in his mother tongue—of from three to five years.

Movable tables and chairs instead of the conventional fixed desks are used in the Washington Irving High School, New York City, according to information received at the United States Bureau of Education. It has been found that the plan makes for cleaner school rooms and more efficient school work. Another advantage is that with this type of school furniture the school rooms can readily be adapted to social and community purposes.

## THE MONTESSORI METHOD, THE KINDERGARTEN AND THE GARY SCHOOL.

Dr. Mary E. Law, Toledo, Ohio.

Why is the Montessori method so popular? First, because it has been so well advertised; and, second, because it is self-evident, easily comprehended, as the materials were collected together for the education of defective children. It would be surprising if the normal child or adult could not see at a glance what the imbecile might labor long to understand. The art of teaching defective children is in concentrating as many senses as possible on a single quality or form. This is the fundamental law of the Montessori method and perfectly proper so far as defectives are concerned, but not at all the way in which the normal mind acts. If an orange were presented to a defective child, the one idea of color would be stressed. A normal child, under the same circumstances would observe that it was round, yellow, agreeable to the touch and smell, large or small, as the case might be, and evidently good to eat.

One of the first lessons given to a child in the Montessori school is the tower. Ten or a dozen pink cubes of different sizes are placed on a green carpet. Montessori takes the largest cube first and superimposes the others according to size until the smallest is reached. She says to the child, "This is a tower." She then throws down the blocks and asks the child to build the tower. This he does through imitation. If he is successful, the lesson is finished and done for all time, for he cannot use the blocks in any other way. This is for discrimination in size. The kindergartner would give the lesson in this way: "What have you here?" "What can you tell me about them?" "How many are there?" "What color are they?" "Tell me about this one." "What is it called?" "How many faces?" "How many edges?" "How many corners?" "Which is the largest"—the next, etc. "What can you do with it?" Finally the tower is discovered by the child to be the only object that he can make with the irregular material. Which method is the more scientific and developing to the child?

But let us compare the first gift of the kindergarten with the first object presented to the child in the Montessori school, which is a rude looking piece of wood from which eight or ten cylinders of different sizes have been cut out by machinery. Little buttons have been put on the tops of the cylinders for handling, and the lesson is to put the cylinders back into the holes they came from. If the child is successful, the lesson is finished and the object put away. This device has been used in schools for defectives ever since an effort has been made to teach them at all. The material is inflexible, the child is bound by its limitations, both as to material and idea.

The first gift of the kindergarten consists of six elastic balls with knitted covers, the colors of the rainbow or solar spectrum—red, orange, yellow,

green, blue and violet. Each ball has a string attached so the child can swing it. He finds through play and song that the ball can illustrate all the forms of motion—lateral, rotary and pulling. The ball represents the universal qualities of matter. It introduces him into the science of astronomy. It is a type of the universe. Suns, moons, planets, stars, cells, seeds, fruits and flowers are round, or derived from the spherical form. From the primary colors, he can derive all the other colors, tints, shades and hues. He may play hundreds of games with it, for it is the universal plaything of all ages and of all nations. He moulds it in clay, paints, draws, cuts and sews it. He uses it as a type form to classify objects that are spherical or pertain to the spherical form. These lessons are drawn out from the child by the skillful questioning of the teacher, and the original observation and investigation of the child. Which method is the more scientific and developing?

The single fact that a person may prepare in a few months for a Montessori teacher, and that it requires two years for the short course in the Kindergarten, and is a life-long study to the educator, marks the striking difference between the two methods. The Montessori method ends with its object—the development of the senses. The Kindergarten only begins the child's education upon a scientific basis. The Kindergarten principles have invaded all schools, and Dr. Charles Elliot says that every improvement that has taken place in the University in a generation has been borrowed from the Kindergarten. A professor of Columbia University recently said, "It is not that the Kindergarten needs the University, it is that the University needs the Kindergarten, and must have it or perish."

The Gary School System, worked out by Mr. Wirt, in what he calls his Froebel School, named after the founder of the Kindergarten, is the simple application of Kindergarten principles to a system of schools. He divides the school day into six periods of forty-five to sixty minutes each, according to the age of the child, and the subject to be taught. One period is given to study or preparation, one to expressing or telling in different ways what has been learned; another period to hand work of some kind, and another to recreation upon the play-ground. That leaves two periods a day to be devoted to less formal work. One or two periods a week may be given to music at a Conservatory or with a private teacher. One or two periods a week may be devoted to religious instruction at the church that the parents attend. This one idea solves the question of religious instruction in the schools. The Bible is not brought into the schools, but the child goes to the church. The children may go to the Public Library and to the Museum of Art under proper supervision and for an educational purpose.

Froebel's great principle of co-operation is here given its broadest significance. It is a co-operation that includes the school officers, the parents, the teachers, the pupils, the musical activities, the libraries, the art museum, the park board, the man-



ufacturers and merchants—in fact, all the moral agencies of the city, including the professions.

The six-day school week and the twelve-month school year are mere incidentals and only mean a larger use of school privileges and a shortening of the school life. Boys and girls would be ready to take up their social vocations at fifteen or sixteen years of age, as they should be.

The children would utilize their Saturdays to some purpose in recreation, gardening, excursions, care of animals and other diversions under proper supervision, the parents arranging with the schools for periods of freedom.

The teachers would have certain times allotted to them during the year for vacation, with pay. In case they taught continuously, as many would prefer to do, the time would accumulate with interest, and after five or six years of teaching, a year's leave of absence with pay would be granted for rest, recreation, study or travel.

Our aim of the new order of things is to make parents and teachers as well as pupils happy and contented, to attract and hold the child and to abolish juvenile crime with all its misery and wretchedness.

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#### MOTHERS' MEETINGS FOR FOREIGN-BORN PARENTS.

Mrs. L. M. Barnes, of the Water Street Kindergarten, New Haven, Conn., in a recent report, told the following relative to the work of the kindergarten in that city:

"In various ways the kindergarten fills in a need in the neighborhood. To lay the foundations in the children's lives for future good habits and good morals, to help the parents believe in the true brotherhood of man and feel that America is indeed a goodly land. Through the kindergarten the children are transformed from ignorant, unwashed little foreigners into bright, well-behaved and clean Americans.

"The monthly mothers' meetings are an important factor in our work, for the mothers, most of whom are very young, need a great deal of instruction and also recreation. Lectures are given on such subjects as "General Care of Children," "Feeding, Dressing and Bathing Children," "How to detect Contagious Diseases and How to Treat Contagious Skin Diseases." The mothers are very much interested in this instruction and partially comply with it. But they still wrap up their babies in the swaddling clothes, but they shorten the time and are more careful to remove the wrapping often during the day and give the baby exercise. The children attend the meetings with the mothers, and often they insist upon the instructions being carried out, loudly kicking and screaming if they do not gain their point.

"The work of the Free Kindergarten does not stop when the school closes in June. The bath-tub is put to excellent use through the hot summer months. Three afternoons a week the children

gather for baths. A teacher is in charge of the work, assisted by some one to do the scrubbing. This is a very popular charity. The children flock to the schools in crowds and clamor for baths, and they need them badly. It taxes the capacity of one bath room badly when ninety children beg for baths in one afternoon. It shows, however, the contrast to the early days when the teacher had to go into the street and urge the children to come in. They were more than half afraid then and the mothers feared bad results. Now the mothers are losing their fear and many come and bathe the children themselves. It has the natural effect on the general cleanliness of the school, and it also helps decrease the skin disorders that result from uncleanness and heat.

"The kindergarten holds out a friendly hand to all who come in contact with it. When trouble comes to any of the families there is always sympathy waiting at the kindergarten, and when wise to give it there is material aid. A father dies leaving a mother with seven children to support, and another father has been ill for months. A distracted mother appeals to the kindergarten to help keep warm four little children and provide them with food. Three young boys are left orphans and the aged grandparents assume the responsibility of bringing them up. There are many such opportunities for sympathy and aid."

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#### THE CRAVING TO BE INCESSANTLY AMUSED.

President Rush Rhees, of the University of Rochester, referring to the present craving to be incessantly amused, said in a recent address:

"Recreation should not be taken altogether out of the school boy's or girl's life, of course, but pleasure takes too much time from the work of the high school pupils of today. The boy or girl, man or woman, who makes pleasure of prime importance in life is going to miss the goal. On the other hand, when tasks are well done, recreation will be taken up with a zest and a keen enjoyment that only earnest workers know. We parents owe it to the schools and above all we owe it to our children, to teach them application to the task in hand. In all gentleness let us teach them that pleasure is secondary."

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#### MILK ON COLD DAYS FOR KINDERGARTEN CHILDREN.

One of the extremely cold days during the past winter Miss Katheryn L. Gately, of the Heath school, Boston, had a glass of hot milk ready for each child, which was greatly enjoyed, and served as the ounce of prevention in the matter of taking cold.

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Just to prove that their manual training is of the practical sort, the boys in the Nesquehoning, Pa., public schools have erected a domestic science building,

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

How to Use Paper, Cloth, Splints and Grasses in Weaving

By JENNY B. MERRILL, Pd. D., New York City

So much has been accomplished in primary grades in weaving of late years that it is almost superfluous to suggest kindergarten weaving to primary teachers.

There is something very fascinating in this occupation to children and adults alike.

The materials used differ in the kindergarten from those in the grades and we will speak of them first.

In the kindergarten, paper mats and strips have been used almost exclusively, until of late years.

The interest centered in colors and patterns rather than in the material. The succession of patterns was secured by simple mathematical changes, as one strip up, then one down, alternating across the mat, the second row reversing as one strip down, one up, etc., making a checkered pattern.

The second pattern was secured by the formula, 1 strip up, 2 down, the third formula ran 2 up, 2 down. Then followed three up, one down; next, three up, two down; next, three up, three down; next, four up, one down; the next, four up, two down; the next, four up, three down; the next four up, four down, and similarly with fives. Then followed a more complicated series which can be found in the Kraus Kindergarten Guide or The Paradise of Childhood.

This first series is sufficient to indicate the mathematical impression of number while weaving. Even the multiplication table of ones, twos, threes, fours, and fives, is forecast.

It is indeed very valuable for a child to feel, as it were, this repetition of number before the day when addition and multiplication tables are written in the abstract.

In the early days very strong colors were used in glazed paper, the strips were narrow, even to a quarter and eighth of an inch.

Criticisms began to be frequent. They were made by physicians who decided that the kindergarten occupation of mat-weaving was injurious to the eyes of children under seven years of age, and even in kindergarten training classes where very fine work was prescribed.

Nevertheless, weaving remained a favorite occupation in the kindergarten, but materials have been modified.

Madame Kraus was among the first to suggest simple introductory steps, using colored wooden splints in stiff cardboard or oilcloth, instead of the easily torn paper mat and the weaving needle so difficult for wee fingers to control.

Our artistic friends suggested neutral tints, instead of glaring yellows, reds, greens, etc.

They also had mats in greys, manufactured for backgrounds.

Half-inch and even full inch strips were substituted for eighths and quarters.

It is interesting to note progress and development in any line of work and "weaving" materials now speak well for the progressive movement in kindergarten circles.

Raphia and reeds in beautiful tints are the materials used now mainly in the primary grades for making baskets. A study of Indian basketry has awakened interest in that ancient industry. Stories have gathered around the occupation, and weaving has moved on to higher grades, always charming the busy workers.

To return to the little ones. We begin more concretely than formerly. We decide, for example, to weave a mat for the doll's house. We show one already made, perhaps of felt or oilcloth with strips of dress braid.

We take the strips out and put them in again several times, meanwhile the children watch us.

We ask who would like to try to weave; we let volunteers attempt the placing of one strip in and out, the eye guiding, rather than a number formula. If we have but a few children, and plenty of material, we give each child an oilcloth or felt mat, cut in strips, with several short pieces of dress braid. The children puzzle over the piece of work and discover the secret of alternation, some quickly, some slowly.

This we deem preferable to dictation which is mechanical and does not allow for initiative on the child's part.

Later we can be more systematic, but we want the child to teach himself to weave, if possible, thus following in the footsteps of his far-away ancestors.

We have usually found children more interested in the action of weaving than in the colors or patterns. We have known them to make mats of newspaper at home, weaving in newspaper strips, thus showing their interest in the simple process of weaving with no colors to charm the eye.

Country children weave grasses and flexible stems. It was such materials that led ancient man and woman to begin to weave. Suggest this in story form, showing pictures of Indian baskets, as in some of Miss Dopp's elementary readers on race industries. Invite the children, young and old, to weave something, anything, of straw or grass and bring it to school. Even birds weave sometimes. There is a weaving bird. Look him up in a good bird book.

When the children's hands are strong enough to manage splints in weaving, another Kindergarten gift is suggested. Slat-weaving was given by Froebel as a step between tablets and stick-laying.

At first jointed or joined slats were used, known as the connected-slat, and numbered as the eighth gift in the Kraus Guide. It is not mentioned in some guides and is little used. The jointed staff is known sometimes as the gonigraph and is an interesting device to teach angles, but has no important place in the kindergarten occupations.

Disconnected slats are supposed to be a gradual approach from surface to line, the line being represented by the sticks and rings which we have already considered.

We simply mention these relations to show how far many progressive kindergartners have departed from this set series, and so hope to encourage teachers who have not had specific kindergarten training to use these materials more freely than they would otherwise.

All these kindergarten exercises are educational either in order or out of order. The adult mind is logical and enjoys logical sequences, while the child as well as the race jumps at conclusions. A wise guess often helps overturn many regulation steps. Let us not fear the mind that sees ahead.

As I have not mentioned slats in other articles, I will mention them here briefly under weaving. They are a very inexpensive material and can be used for color work, for number work, for outlining plane figures, for pointing out directions, for making angles and parallels, and finally for weaving.

Again, as before recommended, let the child take the initiative by trying to see if he can weave any number of splints together. It is well to have some concrete object in mind, for a motive. A motive will sometimes the sooner suggest a method.

A gate or a fence may be needed in the sand tray. Who can weave one.

Or the children may try without any suggestion. If one succeeds in weaving the slats so they hold together, count the splints used, and name what has been made if it resembles any familiar object, as a fan, a ladder or picture frame. If no result is secured after considerable effort, then the teacher may hold three slats or splints in one hand, spreading like a fan, and weave in two, thus making a fan, or weave



in three, and open out so as to show a window. (See Kraus Guide for good suggestions in slat weaving). A gate, a fence, a lattice, a star, various fans and picture frames are the usual forms resulting.

A great puzzle is to make four slats hold together. It is a difficult feat but it can be done.

Lay two equilateral triangles in opposite directions and weave them together to make a six-pointed star.

Children may be easily trained to cut their own mats from a square or oblong if none are furnished ready-made.

Take an oblong of strong manila or gray paper 7x9 or smaller. Fold the two short edges together. Turn down a border on the three open sides. Cut the center into five or more strips while the paper is doubled, leaving the border. Open and you have your mat. Cut strips of any colored paper at hand to weave in, or use splints.

After the children have learned readily to alternate strips so as to secure the simple checkered mat, tell them of other changes and also let them experiment. Each child should make several mats of this simple pattern using different colors.

After some experience with this simple pattern let them weave, if there is time, the regular series given above, moving from one to five.

Later explain the patterns made in groups of three strips, every first and third strip being woven alike with the middle one varying, instead of simply alternating two strips. Even here a concrete suggestion will be most helpful, as, show the star or box pattern and see if children can discover how to make it. All catalogs of kindergarten materials contain patterns of mats as well as the Guide Books. They will not be needed if you have a few bright little weavers who will work out patterns for themselves and others.

Is it worth while to introduce weaving if you can give but an occasional lesson? Yes, it is.

Weaving is a fundamental industry. Much of our clothing is woven. Even one mat will illustrate the process of weaving. Usually the children are so interested that they will extend the work of their own initiative. Weaving concentrates the child's attention. It gives him valuable number lessons. It may lead to harmonizing colors. Sometimes several colors are used on one mat.

Weaving trains the muscular sense. It points to an old industry. It may prove a stepping stone to a vocation. It leads to an appreciation of woven fabrics.

It is impossible in one magazine article to present many practical exercises in weaving, but the subject is now fully treated in books beginning with our kindergarten guide books.\* Froebel chose occupations that grow with the years. Weaving is one of these.

\*Note.—The Handicraft Book, by Annie L. Jessup and Annie E. Logue, published by A. S. Barnes & Co.

This book comprises methods of teaching card and raffia work, weaving, basketry and chair caning, which is a branch of weaving. It also gives suggestions for making simple card board looms. Such simple looms may even be used in the kindergarten. Children love to weave little rugs, using colored worsteds or flat corset laces. Older children weave hammocks for dolls. The book covers carefully graded work for the first three years, and is fully illustrated.

See also "The Place of Industries in Education," by Katherine Dopp.

# SUGGESTIONS RELATING TO CHILD TRAINING

## THE RIGHTS OF CHILDREN.

The rights of children is a most important subject, whether considered from a sociological, an ethical, or a legal point of view. The rights of every person are determined: (1) by his knowledge of the law; (2) by his willingness to obey the law. The first is essential to the second. The citizen who knows and obeys the laws of the commonwealth enjoys perfect freedom within this limit. He is restricted only when he violates some law. The same general principle should be applied to children. Just as soon as they know and obey a law, they should be given perfect freedom to do as they please so long as they please to do right.

The child's rights then are to be determined by its knowledge and obedience to law. If a boy five years old by the exercise of his knowledge and his will is obeying the law of the home or the state, no parent, teacher, public official, nay not even a monarch or a king, has the right to dictate to that child. A child in knowing the law and obeying it, becomes a free moral agent whom even God would not restrict.

### How Monsters Are Made.

Parents who do not understand the laws of psychology frequently develop most undesirable traits in their children. They appeal to or govern them through their appetites and propensities rather than through the intellect and moral sentiments; with the result that they develop the animal instead of the man. To illustrate:

Mrs. A gets her boy to do what she wants him to by promising him a doughnut or some candy; Mrs. B hires her boy to do right; Mrs. C threatens to punish her boy if he does not do right, and Mrs. D appeals to pride and tells her child how everybody will approve of his act. The results are that each secures conduct from an unworthy motive; and since every time we exercise a power we strengthen it, Mrs. A's boy becomes perverted in his appetites and refuses to do anything unless he can have something to eat; Mrs. B's boy develops the commercial instinct to a point where he becomes so selfish that he will not do anything unless he is doubly paid for it; Mrs. C's boy lives under constant fear and develops as a coward, will not act unless driven, right or wrong; Mrs. D's child develops a pompous pride and has no conscience beyond the approval of others. Each becomes a monster in his way. In all, action springs from an unworthy motive. The mothers wonder why their once good little boys have become so selfish, willful, and ungovernable.

The why is very apparent to the psychologist. The continual excitation of the propensities to the

neglect of the intellect, the conscience, and the sense of duty, has developed the former so far in excess of the latter as to make them the ruling elements in the character.

The wise parent never governs a child through its appetites or propensities, nor appeals to its baser nature when he wants conduct. Children that are governed through their appetites in infancy are usually governed by their appetites in maturity.

Children whose every act of obedience is obtained by an appeal to some selfish motive become pre-eminently selfish in mature years and not infrequently lapse into crime. The appetites and propensities should be carefully guided and made subservient to the will and intellect in every child, but under no circumstances should they be made the basis of conduct. In the animal they rule, but in man they should serve.—Newton N. Riddell, in Oklahoma School Herald.

## PSYCHOLOGICAL CARE OF THE CHILD.

Professor Lightmer Witmer, of the Psychological Clinics, Philadelphia, said in a recent lecture at New Orleans, that some of the basal essentials for educational development lie along the physiological care of the child. Pedagogy deals with the class, while psychology deals with the individual child. The most important knowledge to instill into a child is a knowledge of good food. Let him know that there are as many deleterious drinks handed over the druggist's counter as in the saloon. The most important tool of efficiency is the tooth brush, and he would have the first readers, instead of embodying the old-time sentence, "I see a dog," made to read, "I see a tooth brush," in order to illustrate its importance.

## THE FOOTPATH TO PEACE.

To be glad of life, because it gives you the chance to love and to work and to play and to look up at the stars; to be satisfied with your possessions, but not contented with yourself until you have made the best of them; to despise nothing in the world except falsehood and meanness, and to fear nothing except cowardice; to be governed by your admirations rather than by your disgusts; to covet nothing that is your neighbor's except his kindness of heart and gentleness of manners; to think seldom of your enemies, often of your friends, and every day of Christ; and to spend as much time as you can, with body and with spirit, in God's out-of-doors. These are little guideposts on the footpath to peace.—Henry Van Dyke.



**SOME HEALTH NEEDS OF SCHOOL CHILDREN.**

JOSEPH LEE, Boston.

To the growing child, as to everybody else, a vigorous mental life is the greatest source of health. A good teacher is, accordingly, a first item in sound school hygiene. But in order that a good teacher may really reach the child, she must be given in sufficiently large doses; that is, not divided up among too many children. When we learn to care seriously about our children's health and education, we shall halve the size of classes in our elementary schools. To do so will increase the cost 80 per cent, but the children's lives and health are worth it.

Further, to free the teacher's time, we must have special classes; a special class not only for the blind, the deaf, the tubercular, but for all children requiring special treatment, including the specially bright pupils to whom the regular grades act as an intellectual hobble skirt, spoiling their natural gait perhaps for life. These special classes are good for the pupils requiring special treatment, but their greatest benefit is in releasing the teacher's time for the benefit of the normal pupils.

We must have summer schools, because children grow in summer as well as in winter, and should have their mental diet supplied all the year round. The diet must of course be the right one and fitted to the season of the year. The three lower grades should have their afternoons outdoors, not in the school room, partly that they may be free from the demoralizing influence of heavy pressure work, even more that the teacher may have time in the afternoons to take them, two or three at a time, and find out what they really need.

We must look at the home, not as a boarding house, but chiefly for its spiritual contribution to health. When by promiscuous school feeding we break down the responsibility of the home, we have injured the child even in his physical health more than all we can do for him would ever atone.

Finally, school hygiene is race hygiene. Childhood is the time for effective treatment of physical defects, and the school is the one place where every individual can be reached.—*Excerpt from Address.*

**MEDICAL INSPECTION IN ROCHESTER.**

GEORGE W. GOLER, M.D.,

Health Officer, Rochester, N. Y.

In Rochester there are twelve medical school inspectors, eleven men and one woman, working under the direction of the Health Bureau, for the physical inspection of 19,381 school children in 36 public schools, an average of 1,615 pupils to each medical inspector. Each inspector is assigned to a district in which he not only has school inspection work, including the vaccina-

tion of all unvaccinated children, but also the care of the sick poor, and the insane examinations in his district. He is assigned to from 2 to 4 schools, according to the amount of the additional work in the district, the size of the school, and the number of pupils. In 1912 the work of each medical inspector averaged as follows: Vaccinations, 450; visits to sick poor, 200; office calls to sick poor, 100; maternity cases, 2; insane examinations, 40.

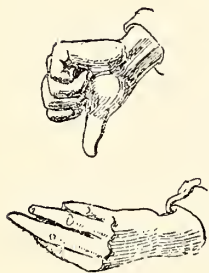
The medical inspector is also called upon to make a weekly sanitary survey of the school, covering heat, lighting, ventilating and cleanliness; to make a physical inspection of each child during every school year, and to record his findings on a card, so arranged as to follow up the child from grade to grade, and to present a written statement on one card of the physical condition of the child during its entire school life.—*Excerpt from Address.*

The more open air schools we can have, the more outdoor instruction in kindergarten, public school, and colleges, the greater will be the physical vigor and strength of the pupils. If we wish effectually to prevent and stamp out tuberculosis in children, the open air school must become the rule, the indoor class room the exception. If there is not ample room for playgrounds and separate open air classes, the school house should have a garden, playground, recreation room, and some open air classes on the roof. Let us send the child to the open air, or fresh air, school before its tonsils or adenoids are enlarged as a result of overwork indoors and fighting off dust and infection. If the indoor class room must be used, the temperature and moisture should be properly regulated with the aid of the thermometer and the hygrometer, and the air kept in motion with the aid of a fan. These three devices should be as essential to the equipment of an indoor class room as is the blackboard.

Everybody in any pursuit whose success has been recorded brought himself to like his business. Athenaeus says of Parrhasius, the greatest of Greek painters: "However, as regards his art, he never suffered himself to grow doubtful of it or complaining, or ill-tempered, but he was ever making himself more good humored at work, so that he sang all the time that he was painting, as Theophrastus doth relate in his treatise on happiness." The oarsmen sang when they drove the cargo through the waves. John Wesley rode through rain and mud the length and breadth of England, singing as he rode. "I do not remember," he wrote, "when an old man that I ever let myself feel lowness of spirits for a quarter of an hour since I was born."—Wm. McAndrew, in *Journal of Education*, Boston.

"Mothercraft" is becoming a prominent subject in the elementary schools of England.

School janitors in Salt Lake County, Utah, meet together in "institutes" every year to discuss the technical side of their work.

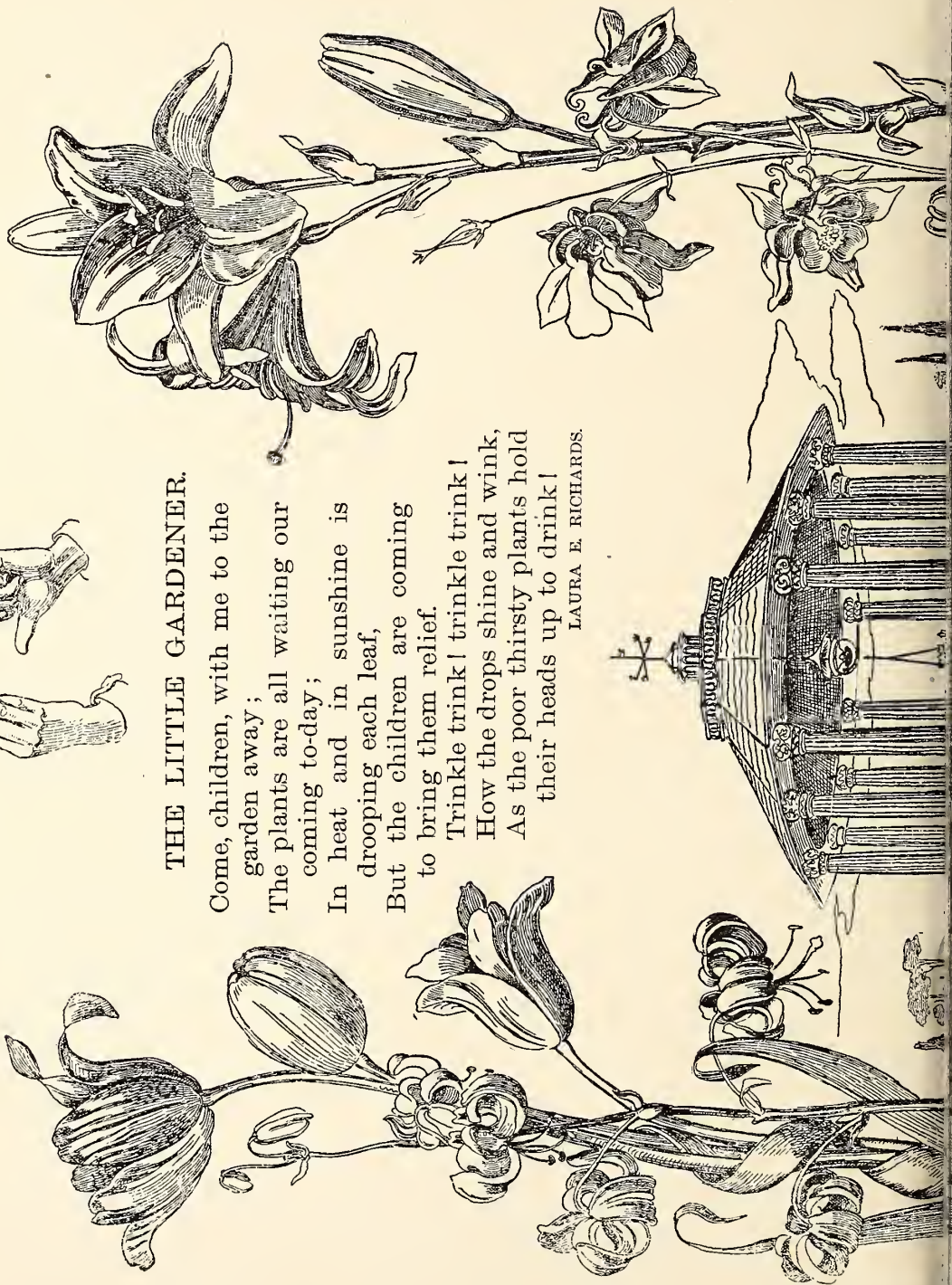


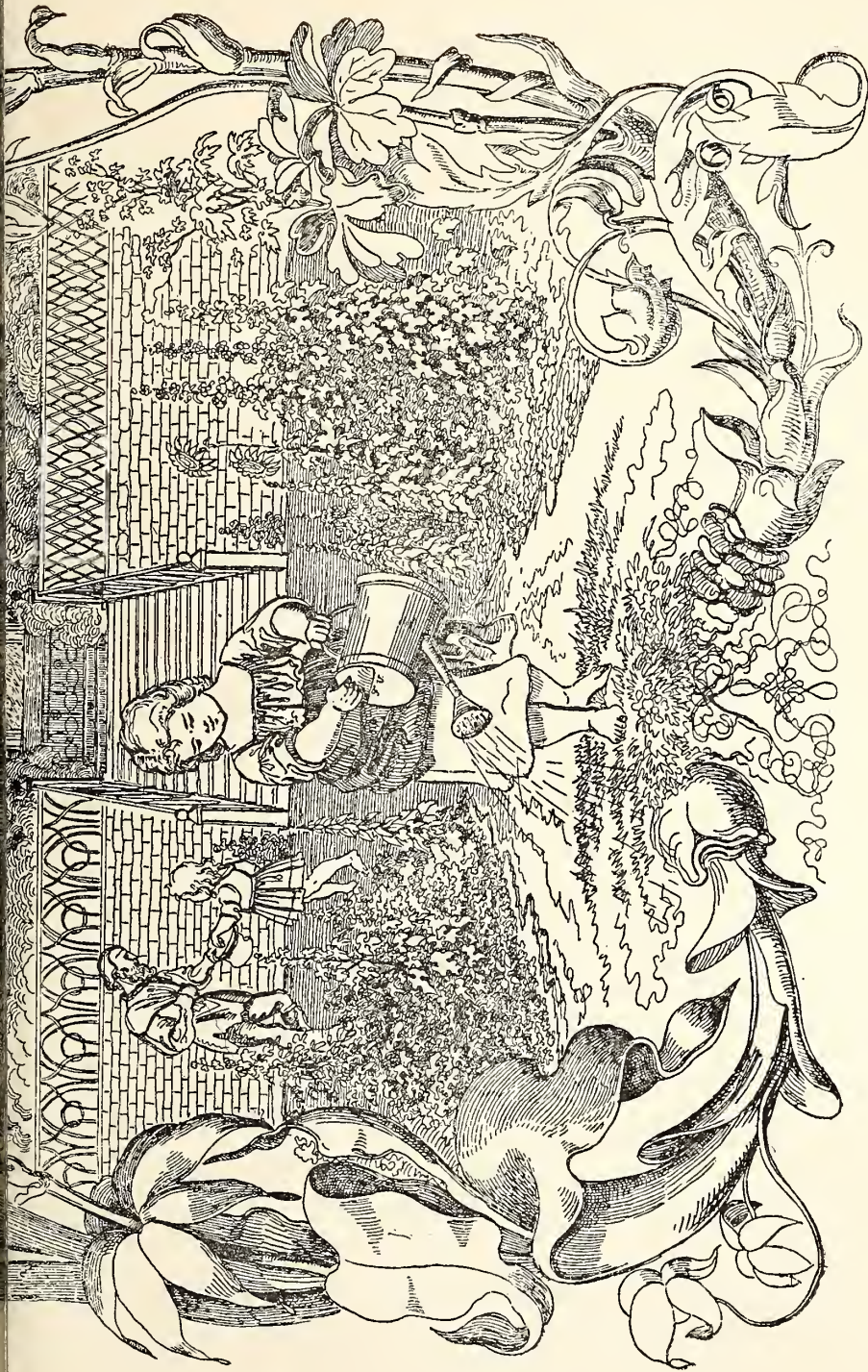
### THE LITTLE GARDENER.

Come, children, with me to the  
garden away ;  
The plants are all waiting our  
coming to-day ;  
In heat and in sunshine is  
drooping each leaf,  
But the children are coming  
to bring them relief.

Trinkle trink! trinkle trink!  
How the drops shine and wink,  
As the poor thirsty plants hold  
their heads up to drink!

LAURA E. RICHARDS.





**"THE LITTLE GARDNER"  
MOTHER PLAY PICTURE**

**Kindergarten-Primary Magazine, April, 1914**

Note.—This picture can be detached and placed on the wall or used otherwise in the kindergarten

## RURAL SCHOOL IMPROVEMENT

### HOW CAN THE COUNTRY SCHOOL AS IT NOW IS HELP THE WOMAN ON THE FARM?

By Susie V. Powell, Jackson, Miss.

1. *The school must have something to offer her.*
  - (a) Lectures and demonstrations on home-science topics, including sanitation, hygiene, cooking, canning, sewing, home decoration, school lunches, sick nursing, care of children, special meetings, etc.
  - (b) Exhibits of such work.
  - (c) School garden, demonstration plat, cold frame.
2. *The women must be brought in touch with the schools.*
  - (a) Organization of community clubs, called "School improvement associations," "Industrial clubs," or by any other name.
  - (b) Regular meetings of these clubs at the school at least once a month.
  - (c) Services of extension workers from the State department of education, the State colleges, and the county agricultural high schools.
  - (d) Special classes for women in cooking and sewing and other subjects pertaining to home science.
  - (e) Continuation of these meetings and demonstrations throughout vacation under the direction of the county supervisor of industrial clubs.
  - (f) Teachers trained by the normal schools for community work as well as for the schoolroom work.

Dr. W. R. Hart, Professor of Agricultural Education, Massachusetts Agricultural College, Amherst, Mass., gives the following suggestions relative to school organization and methods of teaching in the rural districts:

#### Organization.

1. Time of the school year should be continuous.
2. Promotion in a given study should not depend on proficiency in another unless the lack of proficiency in the other is a natural bar to further progress in the given study.
3. The aim of a day's work should be the accomplishment of definite tasks rather than going through a definite program.
4. Supervision should look less to uniformity of matter, methods, and results, as shown by examinations, and more to real progress in physical, mental and moral power to accomplish given tasks.
5. The planning of work at any given stage of advancement should have reference only to what has been pursued or is to be pursued in the redirected school rather than as a means of entering some other school.

6. Organization should be free enough to allow all children a large degree of individual and group initiative and execution.

7. The organization should purposely embrace the ideas worked out by the Y. M. C. A., in the Boys' clubs, also the ideals and methods of the Boy Scouts and the Girls' Campfire.

#### Methods of Teaching.

1. The pupils should seem to work more than study.
2. The teacher should seem more of a co-worker than a teacher.
3. The recitation should be more of a conversation than a test or a memory drill.
4. The teacher and parent should become co-workers in the job of giving instruction to the children.
5. Available time of patrons gifted in certain lines should be utilized for educational purposes.
6. Most all of geography should be studied out of doors.
7. Most of the materials for lessons in reading, writing and drawing should be gathered first hand out of doors.
8. All formal memoriter facts like spelling, mathematical tables, etc., may be learned indoors under the most favorable surroundings possible.

#### BIRD PICTURES FREE TO TEACHERS.

The sum of \$15,000 has been contributed to the National Association of Audubon Societies for the purpose of helping teachers to give simple instruction in bird study to their pupils during the year 1914. The Audubon plan to helping teachers in this connection is as follows:—

Any teacher or other person who will interest not less than ten children in contributing a fee of ten cents each to become Junior Members and will send this to the office of the National Association, will receive for each child ten of the best colored pictures of wild birds which have ever been published in this country. With each one of these ten pictures goes an outline drawing intended to be used by the child for filling in the proper colors with crayons. Each picture is also accompanied with a four-page leaflet discussing the habits and general activities of the bird treated. Every child also receives an Audubon button.

The teacher who forms such a class receives without cost to herself one full year's subscription to the beautiful illustrated magazine "Bird-Lore." To the teacher also there is sent other free literature containing many hints on methods of putting up bird boxes, feeding birds in winter and descriptions of methods for attracting birds about the home or school house.

The ten subjects supplied to children this year are as follows: Nighthawk, Mourning Dove, Meadowlark, Flicker, Sparrow Hawk, Screech Owl, Purple Martin, Cuckoo, Hummingbird and Robin.

For full information address T. Gilbert Pearson, Secretary, 1974 Broadway, New York City.

For true charity though ne'er so secret finds its just reward.—May.



## STORIES AND SUGGESTIONS FOR STORY TELLING

### FATHER AND MOTHER.

SUSAN PLESSNER POLLOCK.

The father of Herman and Gertrude was a forester, that means he lived in the forest, and his business was taking care of the trees; he had the decayed trees cut down, he had trees cut down for wood, he had seeds planted for new trees; every day he walked through the forest and Hero, his hunter dog, went with him; he had to look for foxes, which could not be allowed to remain in the woods, because they chased the poor little hare (s). Often the forester brought a good roasting piece of meat to the house when he came home, but Mrs. Forester could not cook it in her kitchen, or prepare it for their dinner; that must be sent to the gentleman who lived in the schloss or castle which could be seen at the edge of the forest. To this gentleman belonged the whole vilage near which the castle stood and the whole beautiful forest, with its large and small trees. To him belonged the meadow in the wood and the pond in which many fish lived. The great clover field on the edge of the forest gave food for the master's cows; the cornfields gave him bread for his table; the potatoes which were every year dug up in quantities, went into his cellar; yes, even the orchards of cherries and plums, bore all their fruit for him. The men with the gold cord on their coats were his serving men; the farmers (bauern) who did all the work in the fields, were his farmers (bauern)—yes, and the forester was his forester. Everything around him belonged to the master who lived in the castle, only Herman and Gertrude were not his—they belonged only to their parents. The forester had much work to do; when he returned from the forest he had to read and write in great books, so that he had not much time to busy himself with his children; neither did the mother have more time; she must be industrious from morning until evening. Now she went into the kitchen and now she went into the stall to her cows—now she hurried down into the milk cellar, now she went upstairs to the garret floor; she must surely see that the house was kept in good order and there was only one young girl to help; beside all this, mother's needle must also sew the children's clothes and mend them, for grandmother's eyes were weak and she could usually only knit. Every Saturday there were clothes to be washed; Gertrude helped to be sure, but she had a tiny bathing tub, two fingers long, in which she could only wash her doll Lizzie's aprons, everyone must understand this; she stood sometimes at the big washtub, beside mother and Dora and rubbed and scrubbed and scraped and plunged and splashed the water all about herself;

but we all know that by this means the things were not made particularly clean. Droll enough it was to see her, when the tiny maiden stood on a bucket turned upside down, with Dora's big kitchen apron tied about her little person, working away with all possible zeal; the little monkey imagined naturally, that she took the place of a washwoman; such a small maiden could, of course, not wash a single article clean; that was all the more reason why she understood with Herman together, how to soil their clothes. "But children," called out the mother sometimes—perfectly shocked, "Where have you been? You look like regular dirty fellows from a coal mine." To be sure, they grubbed in the dirt sometimes, like the moles—and if it could not be managed well enough with the spade, then they used their hands to help; if the mother had once for all, forbade such digging, why then naturally the mole's example would not have been followed, but the mother did not forbid it; on the contrary, she believed it healthy for the children to dig in sand and earth, and therefore she arose an hour earlier, in her love and goodness, to cleanse the spotted frocks and jackets.

The next story will be about Lerum.

Gotha, Germany, January 30, 1914.

### WHY THE SKY IS BLUE.

FANNIE LOUISE BURGHEIM.

Once upon a time the big, round sun was very rebellious and for many days he hid behind cloudland and refused to shine. The moon came to the sun and complained because she had to give all the light to the world. The stars sent an army to beg the sun to shine. The clouds sobbed bitterly because they had to frown upon the earth. But every day the sun grew more angry and pushed deeper into cloudland. Then the people upon the earth grew unhappy because their fields were barren and their children were starving.

At last the moon and the stars and the clouds gathered together a mighty army and started to march to cloudland where the sun was hiding. As they neared the hiding-place the sun flew into such a temper that it grew dark as night upon the earth and the sky sent for the stars and the moon to shine. Then the clouds were so overcome that they burst with sorrow.

After a time the sky took pity upon them all and sent forth her messages begging them to forget their anger and grief and be of good cheer. She clothed herself in the most beautiful robes and drove to cloudland in a sky chariot.

By her mighty power she drew the sun toward her and said, "When I look down upon the earth I

see barren fields, starving children, weeping people. When I look in the heavens I see a wan pale moon; faded, tired out stars, and the clouds are sobbing their hearts out. Come, most good and beautiful Sunshine, for we need you!"

Now the voice of the sky was cool and soothing like running water, and her face was lovely and good. Very, very slowly the sun's anger began to melt away, and at last he looked into her face and saw that her starry eyes were filled with tears. This made him so ashamed that he began to melt right through the clouds and turned his sunny face down on the earth and shone and shone.

But the people, the stars, the moon and the clouds were so happy to have the sun shine again that they decided to send something beautiful to the sky. Now when the sun heard them planning together, he said, "Let me give the sky the most beautiful thing in the world." And they all agreed that it was right for the sun to thank the sky.

The sun sent to the sky and said, "Ask of me one request and if it is within my power, it shall be granted you."

Now the sky thought a long, long time and at last she said, "Paint my robes the happiest color in the world so that the little children will love me."

The sun painted the sky's dresses blue, and blue is the happiest color in the world, you know.

#### A SHORT COURSE FOR TEACHERS.

"Farming has been benefited by 'short courses,' why not school teaching?" Thus 'argues Dean George F. James, of the College of Education of the University of Minnesota. By adapting the short-course plan of the agricultural colleges to the needs of teachers. Dean James hopes to improve the teaching standards of his state. On March 23 school superintendents and principals from all parts of Minnesota will gather at the State University for a week of special courses, designed to put them in touch with the latest development in education.

"This seems to be a new and interesting development in higher education," says Dr. P. P. Claxton, United States Commissioner of Education, in discussing the plan. "It would be worth while for other universities to investigate its possibilities."

Minnesota's "Short Course for Teachers" will offer real university opportunities so far as these may be obtained in the short space of one week. The corps of instructors will include Dr. Lightner Witmer, of the University of Pennsylvania; Dr. L. D. Coffman, of the University of Illinois; Secretary C. A. Prosser, of the National Society for the Promotion of Industrial Education, and Commissioner David Snedden, of Massachusetts.

Miss Lillian Stone, of Cincinnati, principal of the Cincinnati Kindergarten Association Training School, was elected president of the Ohio State Kindergarten Association at the late meeting in Toledo.

#### A DESCRIPTION OF THE LOCALITY AND CHILDREN WHERE I TEACH.

(G. E. S.)

Note.—It is an excellent practice for a young kindergartener to "write up," as it were, her own kindergarten. It corresponds to the "stepping back" of an artist to see his picture as a whole and at a little distance.

Public School No. — is located on M— street. Every morning on leaving the subway at S— street I wend my way through a crowd of hustling men and women on their way to business. After dodging for two blocks, push-carts, horse-cars, fruit-stands and many small Italian children, who, in spite, of the hurrying crowd, wander to and fro regardless of the shoves and bumps which they receive, I find breathing space on M— street, which seems quiet in comparison to what I have just left.

On entering our kindergarten, one sees many little dark-eyed children, clean for the locality from which they come; on becoming better acquainted with them, the truly Italian nervousness and excitable temperament shows itself in many ways.

I have one American child and thirty-two Italians, all bright, energetic and attractive. In my short experience with these little ones I have noticed one thing in particular, and that is the cleverness of the Italian child in imitating. I know that all children imitate easily, but these children seem to lack creative power but make up for the loss by imitating almost exactly. Perhaps the power to create is only dormant and will gradually develop. I think this is the case, but their keenness in imitation has greatly impressed me.

Remark—Imitiveness is not opposed to creativeness necessarily. It may even lead to creativeness. Give time and freedom.

#### THE KINDERGARTEN IN RURAL SCHOOLS.

Miss Locke, corresponding secretary of the National Kindergarten Association, says statistics show that at present there are at least four million children who have no opportunity to attend Kindergarten. A large majority of these children are located in the village and rural districts. How to bring the Kindergarten to them is the problem for friends of the Kindergarten to solve.

Much is being said now about rural school improvement, the teaching of agriculture, the improving of the community life, teacher-parent meetings, etc., but the courses of study and nearly everything suggested along that line are for pupils above the primary or kindergarten age.

We cannot reach these children by waiting until a thoroughly equipped Kindergarten can be placed in each community, but must endeavor to meet conditions as they are, and be satisfied with whatever improvement is possible, however far from perfect it may be.

The way to be safe is never to feel secure.

# NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

By Laura Rountree Smith

## GAME OF RAINBOW FAIRY.

(Books rights reserved.)

The children choose a Rainbow Fairy. She is given a sash or scarf on which the rainbow colors are fastened. The children are in a circle and the Rainbow Fairy skips about the outside of the circle, singing:

I'm a Rainbow Fairy,  
And I dance away;  
Who can name my colors,  
Colors bright and gay?

The children now all face out and sing:

We all know your colors,  
Without any doubt;  
Little Rainbow Fairy,  
We'll turn round about!

The Rainbow Fairy now pauses before any child, points to a rainbow color in her scarf and asks: "What color is this?"

If the child answers correctly, he and the Rainbow Fairy change places. If he cannot answer, he must sit down in the circle, and the Rainbow Fairy skips to another child, who must answer correctly or sit down.

The game may be made harder later on by asking the child to name all the rainbow colors in order, without looking at them.

This game should help the children to learn the primary colors.

## FOUR LITTLE MOTHERS.

(These little girls carry dolls and go through motions.)

All.

We are the Little Mothers,  
We rock our dolls in play,  
And we bow politely,  
For this is Mother's Day!

First.

My dolly is a care to me,  
I rock her gently, as you see.

Second.

My dolly is not old or wise,  
But she can close her little eyes.

Third.

When my dolly grows, I guess,  
I will make her a new dress.

Fourth.

Very quiet we will keep,  
And rock the dollies all to sleep.

(Song—Tune: "Lightly Row.")

Lullaby, lullaby,  
Stars are peeping in the sky;  
Lullaby, lullaby,  
Clouds are sailing by,  
Rock the babies to and fro,  
For 'twill help them all to grow;  
Lullaby, lullaby,  
Rock them to and fro.

## LITTLE FLOWER PLAY.

(The children stoop and bow their heads, the Rain, Sun and Winds dance by. The children represent the Flowers.)

Flowers.

Oh, who will come and wake us,  
In the early spring?

Rain.

Patter, patter, rain-drops,  
Don't you hear us sing?

Flowers.

Oh, who will come and wake us,  
In the early spring?

Sun.

I will shine the whole day long,  
Warmth to you I bring.

Flowers.

Oh, who will come and wake us,  
In the early spring?

Winds.

Warm winds blowing, as you know,  
Help the little flowers to grow.

Rain, Sun, Winds.

Waken, waken, flowers, dear;  
Waken, for sweet spring is here!

(The Flowers all wake up and skip to seats.)

The year's at the spring  
And day's at the morn,  
Morning's at seven.  
The hillside's dew pearled;  
The lark's on the wing;  
The snail's on the thorn;  
God's in his heaven;  
All's right with the world.

—Browning.

In too much controversy the truth is lost.—  
Italian.

## FLOWERS.

REBECCA STRUTTON

"I think I'll get up,"  
 The sweet Crocus said,  
 "'Tis nearly a year  
 I've been lying in bed."  
 First she put on her purple  
 And then her white dress,  
 "I think myself finest  
 In this one, I guess.

I'll call little Daisy  
 And tell her I'm here,  
 Just to see her in new  
 Pink and white frock appear.  
 And beautiful Hyacinth  
 Must 'waken, you know,  
 For Tulip is coming,

You see, he's her beau.  
 Verbenas, Geraniums and Peas,  
 Oh, so sweet,  
 Grow brighter in color  
 With increase of heat.  
 The Poppy, the Rose,  
 And the poor Bleedingheart,  
 You see, that each flower  
 Must do its own part.

The lordly Sunflower—  
 I must mention him,  
 Though my knowledge  
 Is very obscure and dim,  
 For I sleep again  
 Ere he's awake;  
 So always in turn  
 Our rest we take."

## "SIMPLE LITTLE MARY ANN."

ALBERT C. SPROUL

Dolly's health was awful bad—  
 Worst case, doctor says, he's had.  
 When he asked her name, I said:  
 "Annette Lombard Winifred."

"Gracious," he cried, "now I know  
 Why your dolly's ailing so;  
 Such a name for one so small  
 Will never, never do at all.

"Change her name fast as you can  
 To simple little Mary Ann."  
 Course I did what doctor said,  
 Lost my A. L. Winifred.

Though my dolly's not to blame,  
 I can't love her just the same.  
 "Simple Little Mary Ann!"  
 Doctor's just a horrid man.

## WE THANK THEE.

For flowers that bloom about our feet;  
 For tender grass, so fresh, so sweet;  
 For song of bird and hum of bee;

For all things fair we hear or see.  
 Father in heaven, we thank Thee!

## HELP ONE ANOTHER.

GEO. F. HUNTING

"Help one another," the dewdrop cried,  
 Seeing another drop close to its side;  
 "This warm south breeze would dry me away,  
 And I should be gone ere noon today;  
 But I'll help you, and you help me,  
 And we'll make a brook and run to the sea."

## BATHING.

I don't like to bathe in the river,  
 I don't like to bathe in the sea,  
 But my lovely white tub in my bathroom at home  
 Is nice enough bathing for me.  
 In my tub there are no slippery pebbles,  
 No crabs to get hold of my toes,  
 And when I am through, I don't have to go  
 In a bath-house to put on my clothes.

—S. M. T.

## HOW TO PLANT A TREE.

The Department of Agriculture at Washington gives the following suggestions for planting trees:

The proper season for planting is not everywhere the same. When the planting is done in the spring, the right time is when the frost is out of the ground and before budding begins.

The day to plant is almost as important as the season. Sunny, windy weather is to be avoided. Cool, damp days are the best. Trees can not be thrust carelessly into a rough soil and then be expected to flourish. They should be planted in properly worked soil, well enriched. If they can not be planted immediately after they are taken up, the first step is to prevent their roots drying out in the air. This may be done by piling fresh dirt deep about the roots or setting the roots in mud.

In planting they should be placed from 2 to 3 inches deeper than they stood originally. Fine soil should always be pressed firmly—not made hard—about the roots, and 2 inches of dry soil at the top should be left very loose to retain moisture.

## RECREATIONAL INQUIRY.

California proposes to find out definitely the recreational needs of her citizens. A recreational inquiry committee has been appointed, consisting of one member from each branch of the legislature, and one representative each from the schools, playgrounds, juvenile courts, public and private charities, and the police, "to study, investigate, and report with recommendations upon recreation for both young and old in California, including towns and cities." The committee has already begun work, and hopes to report to the governor by November 1, 1914.

# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

**DEAR RURAL TEACHER.**—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

## APRIL

From the elm tree's topmost bough,  
Hark! the robins' early song!  
Telling one and all that now  
Merry springtime hastes along.

—Selected

### BIRD STUDY

There is no place better than the country for the study of birds, and no time in the whole year quite so appropriate for this study as the spring, when they are coming back to us after their long sojourn in the south.

In connection with the study of their return, their habits, and customs set apart a day for "Bird Day."

Decorate the school-room with branches in which are old bird's nests, arrange colored pictures of as many birds as possible found in the locality in which you live, also make use of the children's cuttings and drawings during the month.

Mr. Burrough tells us that as many as forty or fifty different kinds of feathered songsters visit our trees and bushes every summer. I wonder how many each of us knows by sight or sound!

Begin your study with the following familiar ones:—the bluebird, robin, song sparrow, Baltimore oriole, red-winged blackbird, quail, crow, canary, bluejay, woodpecker, and humming bird.

### SUGGESTIVE PROGRAM

Return of the Birds	- - - -	Bryant
Bird's Ways	- - - -	O. T. Taylor
Sir Robin	- - - -	Lucy Larcom
Bird Thoughts	- - - -	In the Child's World
The Woodpecker	- - - -	Baldwin Primer
Robin Red Breast	- - - -	Feathers and Fur, Johnott
Who Killed Cock Robin?	- - - -	Golden Rod Book
The Origin of the Robin	- - - -	Our Birds and Their Nestlings
The Myth of the Song Sparrow,	- - - -	Ernest Thompson Seton

Many appropriate songs will be found in the following books:—

Songs for Little Children	- - - -	Eleanor Smith
Song Stories	- - - -	Patty S. Hill
Mother Play Songs	- - - -	Susan Blow
Merry Songs and Games	- - - -	Hubbard

### THE ORIGIN OF BIRDS

#### An Indian Legend

Among the many strange stories which the Indians tell their children is the one which gives the origin of birds.

Long, long ago when the world was new the Great Spirit walked about making it beautiful. Wherever his feet touched the ground, beautiful trees and flowers sprang into being.

When the autumn came, the winds blew colder and

the frost came, the green in the leaves changed to bright red, and yellow, and soft brown, just as it does to this day. The leaves sang soft little songs to each other as they fell to the ground.

The Great Spirit did not wish them to lie there and die, so he changed each into a beautiful bird. All the dull brown leaves into sparrows and wrens, and the bright yellow leaves into gold finches and yellow birds, the red of maple into cardinals and tangers, and the red brown of the oak into the robin.

For this reason the birds find food and shelter among the protecting branches of the mother trees.

### BUSY WORK

With brush, crayon, scissors, and pencil make birds at rest, birds flying, birds in nests, eggs, bird-houses.

With clay make nests, eggs and bird-houses.

Bird booklets may be made, allowing each child to choose his favorite bird. Decorate the cover with a bird picture, and within give a description of the bird and an appropriate quotation.

### AN EASTER IDEA

A fowl yard or barnyard may be made by using seeds or lentils, or these combined with small sticks. Place in the yard trees and bushes made of the same material, also boxes in which there are nests; these may be made more real if bits of hay or raffia were coiled to form the nest. Have each child make several chicken-coops for his yard. Cut strips of paper 4 inches by 8 inches, fold in the middle forming a triangle, cut four narrow strips for the front slats, and a triangular piece for the back. One-fourth inch folds should be left on strips to attach to the sides.

With yellow cotton, and toothpicks for legs and bill a little yellow chicken may be made.

### NUMBER AND WORD GAME

Arrange in some convenient place in your room a fish pond; a fine net or coarse cloth will answer the purpose. Cut card board fish and attach a string to each, on them write words learned or combinations of numbers. Put them in the pond, and allow each child to fish once a day. If the correct answer is given he attaches it to his seat. When he has ten correct answers give him a larger fish of silver or gold to take home.

### HANS CHRISTIAN ANDERSEN

April second should be one of the most interesting days for primary children, for on this day was born Hans Christian Andersen, the greatest of all story tellers.

His father was a poor shoemaker, but he loved nature and spent all his spare time walking in the woods with his son who enjoyed gathering the wild flowers and listening to the songs of the birds.

Hans had no playmates, and during the long summer days he loved to lie under the bushes in the garden watching the insects and imagining stories about them.

His father died when he was still a young boy. He wanted to go to Copenhagen where he thought he could make his fortune. His mother was at first unwilling to part with him, but was advised by a friend to allow him to go, saying he would some day become a great man.

He first tried singing, but caught a severe cold and was obliged to give it up. Then he tried to sell his stories. A man who read some of these was so pleased with them he offered to send him to school. He worked hard in school, and lived in a garret room from which he could see only the tops of the buildings.

As he grew older he wrote children's stories, and beautiful fairy tales which all children enjoy. On his seventieth birthday he was presented with a book containing one of his stories in fifteen languages.

The people of Denmark erected a beautiful statue in his honor. It represents him in the midst of a group of children apparently listening to his stories. Another statue stands in Lincoln Park in Chicago and represents the story teller seated at the edge of a lake, with a large swan near him.

"The beautiful and the good are never forgotten; they live always in story or in song."



#### Westfield, Mass.

The new North Side School building is to be provided with one or more kindergarten rooms.

#### Rochester, N. Y.

New kindergarten rooms have been opened in the Eugene Field school, recently re-dedicated after an expenditure in remodeling of about \$80,000.

#### Belfontaine, Ohio.

A new kindergarten, the first one for Belfontaine, was opened a few weeks since in this city, thus filling a need which has been felt for a long time. The Daughters of Trinity are largely responsible for the good work.

#### Manchester, N. H.

The Amoskaeg Manufacturing Co., has begun work on a handsome new building in the vacant lot facing Franklin street, bounded on the north by Market and on the South by Middle street. It will contain an up-to-date kindergarten and day nursery. It is hoped to have the nursery part in readiness by the early summer.

#### Westfield, Mass.

In considering the plans for the new school building on the north side of the river, a committee of citizens who had the matter in charge, expressed the opinion that the kindergarten must be considered an important integral part of the Westfield school system, and suggested a plan for providing one or more kindergartens in the new building.

#### Lemont, Ill.

The parents of this place have long felt the need of a kindergarten, and the subject was taken before the Board of Education at a recent meeting, the Board deciding to fit up rooms in the graded school building and start the kindergarten as soon as the necessary repairs can be made, and an experienced kindergartner of high qualifications has been secured.

## BOOK NOTES

**Mother Nature and Her Fairies.** By Hugh Findlay, Professor of Horticulture and Botany at the New York State School of Agriculture at Morrisville, N. Y. Illustrated by the author. Cloth, 130 pages, price, 50c. Published by C. W. Bardeen, Syracuse, New York.


This charming little book, by Hugh Findlay, professor of horticulture and botany in the State School of Agriculture at Morrisville, N. Y., will be a delight to every child. There are 12 full-page illustrations, and the stories and poems have that light touch that appeals to youthful imagination. Besides, all that is said of the flowers and other forms of life is accurate, stimulating observation and affection.

**The Education of Carl Witte.** Edited by H. Addington Bruce. 312 pps. Cloth binding. Price \$1.50 net. Published by the Thomas Y. Crowell Co., New York.

Should the mind of the child "lie fallow" until the coming of school age? Or should the child's education begin immediately with the dawning of his intelligence. This book is an argument for the latter course, relating how a boy of ordinary ability, by careful early training, was able at nine years to read French, Italian, English, German, Latin, and Greek, was a brilliant mathematical scholar, and was well versed in physics, chemistry, zoology, and botany. Before Carl Witte was fourteen he won the degree of Ph. D. and at sixteen joined the teaching staff of the University of Berlin. A full account is given of the methods by which Witte was given his advantageous start in his course to a position as one of the leading scholars of Europe.

**The Story Method of Teaching Reading and Spelling,** published by G. W. Lewis, the author, 4707 St. Lawrence avenue, Chicago, Ill. A teacher's outfit, comprising six vowel cards, 69 consonant cards, and two books. One of these is *The Story Primer*. The characters are Boy Blue, his two sisters, his dog, a family of rabbits, an owl, and a group of Mother Goose characters. A single story involving situations easily understood furnishes consecutive reading which encourages consecutive thinking and teaches the child to follow the thread of a story. The great amount of action and the fact that it is written in direct conversation make it easy to dramatize, and very suitable for instructing foreign and subnormal pupils. The book is planned to save time for the busy teacher. On each left-hand page may be found the new words, the phonic drills based on these, and the introductory story for the teacher, while on the opposite page is found the reading for the pupils.

The first part of the manual gives much that is of vital interest to teachers of all grades. But the second part is devoted wholly to first primary work. The method has been thoroughly tested for about eight years and marvelous results have been secured. First year classes have read eight primers, eight first readers, seven second readers, and two third readers. The method has already proved a great boon to teachers and to pupils. Excellent results have been secured with foreign pupils and with subnormal pupils.



## KINDERGARTEN MEETINGS

### I. K. U. Department.—N. E. A.

Reported by Miss Myra M. Winchester, Corresponding Secretary, I. K. U.

The meeting of the Department of Superintendence was successful in every way. There was a large attendance, and the discussions as well as the many enjoyable social features of the week were full of significance and interest.

The I. K. U. session, held Thursday afternoon February 26th, was well attended and under the able direction of Miss Wheelock was pronounced a most successful conference. Dr. Holmes' inability to be present to give his own paper was a matter of regret, but Dr. Hanus, who kindly read the paper made the regret less poignant than it would otherwise have been.

"Testing the Kindergarten by its Results" was a fruitful theme, and was further discussed by Miss Pennell and Miss Winchester.

Mrs. Schoff and Mrs. Stannard who presented the subject of "The Kindergarten in Relation to Social Welfare," made a plea for a wider range of occupation for the kindergarten trained young women. The peculiar fitness of kindergartens for various lines of social work points the way to great opportunities for service outside the kindergarten class-room.

Dr. Dyer's illuminating address on "The Kindergarten in Relation to the Primary School and the Training of Teachers," was followed with close attention. Many questions were suggested as worthy of earnest investigation.

Dr. Grossman, Miss Colemann and others joined in the discussion.

At the close of the session, the audience, in response to an invitation from the Richmond Kindergarten League, adjourned to the Madison School for a delightful hour of "tea and talk."

The proposed Japanese tour in 1915 was the subject of an informal conference. Mr. Towle of the Bureau of University Travel, Dr. Winship of Boston, Mrs. Schoff, Pres. of the National Congress of Mothers, and Mrs. Claxton, met with some of the kindergartners and participated in the discussion.

The National Congress of Mothers will co-operate with the International Kindergarten Union in placing the trip on a basis of broad educational consideration. Mrs. Schoff extended to Mr. Towle a cordial invitation to present the question at the meeting of the International Congress of Mothers (which will be held in Washington the 3rd week in April) in order that the large scope of the subject may be adequately impressed upon the organization.

Among other details of the journey sketched by Mr. Towle was the alternative of continuing from Yokohama across Siberia and Russia, and making a trans-Atlantic return to America, or of re-crossing the Pacific to Vancouver and returning over the Canadian Rockies to Chicago.

### Providence, R. I.

Superintendent William H. Kilpatrick, Columbia University, addressed a meeting of kindergarten teachers at the Normal School, under the auspices of the Rhode Island Kindergarten League, February 12th. His subject was "Some Consideration in Making a Kindergarten Curriculum."

### Newark, New Jersey.

The Newark Kindergarten Union gave an "At Home," February 9th to kindergartners not members of the Union at the Y. W. C. A., 53 Washington street. Miss Pearl Matter sang "A Perfect Day" and "Have You Seen My Kitty?" Miss Clare Burgess and Miss Mabel Hedden rendered piano selections. A letter of greeting was read from Miss Ada Van Stone Harris, of Pittsburgh, formerly kindergarten supervisor of this city.

### Buffalo, N. Y.

The adjourned meeting of the Buffalo Kindergarten Union was held February 19th.

### Dayton, Ohio.

The Dayton Kindergarten Club, at its meeting February 3d devoted a large portion of its time to discussing "The Kindergarten," being a report of the Committee of nineteen, made by Elizabeth Harrison, Susan E. Blow and Patty S. Hill. New folk games were also considered.

### Buffalo, N. Y.

S. S. McClure, who is interested in the Montessori Method, addressed the Free Kindergarten Association and the Twentieth Century Club, February 3d, urging the adoption of the Montessori Method in the city. Motion pictures of the Montessori Schools in the city of Rome were used to illustrate the lecture.

## KINDERGARTEN MEETINGS.

### Houston, Texas.

The second annual meeting of the Houston Kindergarten Association was held at the home of Mrs. Edgar Odell Lovett, on February 7th.

### Boston, Mass.

A most successful entertainment was given February 4th at Elizabeth Peabody House Theater to the members and friends of the Boston Froebel Club—a decided change, as heretofore the monthly meetings have been devoted exclusively to educational matters.

### Bangor, Me.

A project is on foot for the establishment of a semi-private Kindergarten, and Mrs. L. H. Cushman has been urged to take charge of the work.

## TRAINING SCHOOLS

### Chicago, Illinois

The Student Government Association of the Chicago Kindergarten Institute are alive to the questions of the day. Miss Vittum, President of the Woman's City Club, in an interesting talk told them what the women of Chicago were doing as Civic Mothers. A large number of the student body attended the November meeting of the Club to hear the subject of Legislation discussed. Many of the faculty, students and members of Gertrude House are actively interested in the present municipal campaign in this city.

At the December meeting of the Association, Mrs. Raymond Robins, Chicago, Ill., national president of the Woman's Trade Union League, gave a forceful address urging the necessity for self government among women workers.

Dr. Caroline Hedger recently spoke before the Association on Conservation of Motherhood. She presented the two aspects of the subject, the economic and racial values.

The Kindergarten Director's class meets at the Institute twice a month. There are thirty members in this class, many of whom are graduates of the Chicago Kindergarten Institute. The faculty are presenting to them the best they have to offer in their respective lines of work, such as music, rhythm, use of educational play materials and stories. They are undertaking, under the direction of Miss Morse, Miss Huffman and Miss Dwyer, a definite investigation of the value of the kindergarten, in education, by giving tests of the physical control, the mental content, and mental development of children in the various kindergartens. The unification of the kindergarten and elementary school work is being emphasized.

Many of the Alumnae are teaching Elementary Classes. The Directors of the Institute and the administrative staff are kept busy meeting the demands for teachers. The Chicago Kindergarten Institute and Gertrude House are proving, by the work of its Alumnae, that it is "not merely a training school, but makers of society." Its greatest problem, at the present time, is to wisely meet the needs of its large classes.

### Grand Rapids, Mich.

In order to comply with the provisions of Act 259, Public Acts of 1913, the Grand Rapids Kindergarten Training School has filed articles of reincorporation. No change in the school is contemplated. The articles were signed by the following directors: Gerald FitzGerald, Clara Wheeler, Lucy M. Bettes, Clark H. Gleason, Estelle H. Provin, Belle M. Tower and Samuel T. Morris.

### Hirshima, Japan.

Miss Pearl Ague, formerly of Pittsburgh, Penn., and now in charge of the Christian Missionary Alliance Kindergarten here, recently graduated a class of 24 boys and girls. Several native teachers are employed in the school here.

## KINDERGARTEN APPRECIATION

### SUMMARY OF VALUABLE FEATURES OF THE KINDERGARTEN.

By Kate Douglas Wiggin.

The symmetrical development of the child's powers.

The rational method of discipline, looking to the growth of moral, self-directing power in the child—the only proper discipline for future citizens of a free republic.

The development of certain practical virtues.

The emphasis placed upon manual training, especially in its development of the child's creative activity.

The training of the sense of beauty, harmony and order; its ethical as well as esthetic significance.

The insistence upon the moral effect of happiness; joy the favorable climate of childhood.

The training of the child's social nature; an attempt to teach the brotherhood of man as well as the Fatherhood of God.

The realization that a healthy body has almost as great an influence on morals as a pure mind.

Dr. George W. Gerwig, Secretary of the Board of Education of Pittsburgh, in a recent address, declared that the upper grades need a practical application of the underlying principles of the kindergarten and strongly advocated its principles of carrying the best to the least favored.

### Reading, Penn.

A marked increase amounting to about 25 per cent is noted in the attendance at the Free Kindergarten in this city. At the annual meeting of the society, held recently, a demonstration of kindergarten methods with a model session demonstrating class work and drill, conducted by the supervising teacher, Mrs. Hull, was given. An exhibition of hand work, including paper cutting, clay modeling, etc., was given.

### Reading, Penna.

A marked increase in the attendance at the Free Kindergartens of the city was noted in the report of Miss Carrie Hull at a recent meeting of the Reading Free Kindergarten Association. Thirty-three new pupils have enrolled since February 1st.

### Petaluma, Calif.

The Pepper Kindergarten opened February 16th for the summer term, with Mrs. Fleming and Miss Carlson in charge. During the vacation the building has been greatly improved, and the interior painted. The attendance during the last term was the largest in the history of the school.

### South Atchison, Kan.

Parents here are greatly interested in the establishment of a kindergarten. There are over 40 children in readiness to attend.





# THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergarten—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,  
329 CLINTON ST., BROOKLYN, N. Y.

## *To the Chairman of the Committee of the Whole:*

It seems to me that an interesting exercise might be given grade children, by dictating a series of words and then asking them to give one or more words that rhymed with the first set. This would enable the teacher to judge 1, of the accuracy of the hearing; 2, of the attention which the class paid to sounds of consonants, vowels and syllables. My attention was called to an obvious defect in the discrimination of many people when I read some verses submitted to an editor friend in which the following pairs of words were supposed to rhyme:

Shrined, twined; field, steel; divine, time; meet, beneath; mankind, divine: I have noted similar evidence of faulty powers of discrimination in other versifiers and it occurred to me that some kind of exercise in the schoolroom might develop ability to more accurately recognize fine distinctions and resemblances.

S. B. G.

Probably most editors have suffered the experience to which our correspondent calls our attention. The really great singers seldom fall from grace in this manner altho we find occasional lapses in many of those who stand in the first rank. Emerson, in his lines,

"I like a church, I like a cowl  
I like a prophet of the soul"

furnishes a notable example of mistaken rhyme, but under circumstances, like this, when a great thought or sentiment carries our emotions forward, we can forgive the jar to our esthetic pleasure. As a rule, such faulty rhyming does indicate a need of practice in clear enunciation, and study of the various sounds of the vowels and consonants and the manner in which they are formed by lips, tongue and teeth. Such exercises should accompany each step in the process of learning to read. The practice in rhyming suggested by our correspondent is an excellent one, and affords a variation to the usual spelling lesson; it offers also an interesting occupation for the "busy work" period.

The suggestion noted above reminds the editor of the fine exhibit of school books and other educational agencies, shown in the University of London, when the 21 meetings of educational associations were held there during the holidays. Among these was an exhibit of the "Simplified Spelling Societi," and as we have long be-

lieved that our present illogical spelling should be modified so that when we heard a new word we might know how to spell it and when we saw a new word we might know how to pronounce it, we decided to join the Societi. Those who study this subject with an unbiased mind can hardly fail to be convinced of the need of some change in our present method of representing sounds. If the symbol did accurately represent the sound we would have fewer cases of the abominable rhyming illustrated above. The English Society publishes a monthly, "The Pioneer or Simplified Spelling," and also a story "The Star," by H. G. Wells, and a book of "Nurseri Riemz" which gives a sound chart, "egzamplz ov silabl bilding," and many of the familiar Mother Goose rhymes in unfamiliar spelling. Such publications mark a step in the right direction and we hope many of our readers will be led to send to the Societi, 44 Great Russell St., London, England, W. C., for their little pamphlet, "Simplified Spelling, an appeal to Common Sense." The fee for joining the society is one shilling. The movement is progressing also in America, and we are pleased to note that on Feb. 20, the Brooklyn Spelling Reform Society met at Adelphi College, Dr. William L. Feelter, Principal of the Girls' School, spoke on "Thoughts Suggested by the Brooklyn Eagle's Spelling Bee." Dr. Charles P. G. Scott's subject was "English Spelling in English Literature," and Charles S. Carrington gave lantern slides with comments. The headquarters of the American "Simplified Spelling Board" are at 1 Madison Avenue, N. Y. Write to the secretary if you wish information upon this important subject. As has been said "a generation which has accepted the typewriter, the telegraph, the telephone, the motor-car, to speak of but a few innovations, into the textures of its daily life, would soon accommodate itself to changed spelling, and would in fact, come to marvel that a literary instrument so intelligent and indispensable came so late into use."

## *To the Chairman of the Committee of the Whole:*

Perhaps this item from Cleveland may interest your readers, altho somewhat belated:

"Mayor Newton D. Baker, the first of 500 American Mayors, asked to issue a proclamation urging fathers and sons to begin the New Year with a resolve to be more intimate and companionable, complied with the request in a 300 word document, closing with the words:

"If we begin the New Year with the resolve that our sons shall be more our companions and our fathers more our comrades it will add both to the sweetness of our private life and to the value of our citizenship."

N.

We understand it was the Secretary of the Cleveland (Ohio) Young Men's Christian Assn. that inaugurated this "Father and Son" idea, which will undoubtedly prove to be a seed-thought that will bear valuable fruit. Especially during the crucial period of adolescence is such a companionship invaluable to the growing youth, but it cannot suddenly spring into life; it needs thoughtful, loving nurturing, during infancy and boyhood as suggested in the Mother Play appearing on another page of our current issue.

*To the Committee of the Whole:*

The editor met upon shipboard a charming English lady who one day confided to her that she was really tired of the story of George Washington and his hatchet. We are brought up on that story of truth telling George, she said, but I feel pretty certain either, that he was a little prig, or that he told the truth because there was no way out as his guilt was all too manifest.

Now, just as there are many children who detest Miss Edgeworth's exceedingly moral tales, so there are those who are somewhat repelled by the cherry-tree story, especially if it be related too often. On the other hand we have tried Miss Edgeworth's stories on natural, normal children and many of them really like the stories, just as undoubtedly many have been helped by little George's sticking up for the truth when he didn't know what might be the consequences, and he probably did not realize the importance of circumstantial evidence. But what especially interested the editor in this interview was the knowledge that English schools were ready to hold up the leader of the Revolution as a hero for their children. Indeed a glance through an English textbook of history seemed to indicate that at this remote distance in time the true Englishman respects the spirit of 1776 that would not brook injustice, and oppression.

Upon relating this incident to a thoughtful and public-spirited friend she cast a new light upon the story when she pointed out that its most important lesson was one, not for the child, but for the parent. Let parents meditate upon this story each year, for the message it has for them. When a child commits a fault, what is to be the father's attitude? Is he going to realize and make the child feel that whatever else he does, or doesn't do, he is expected to be truthful. Truthful in word, truthful in deed. If such integrity be made the foundation in character-building, other virtues can be developed and nurtured. But without the bedrock of honesty, the foundations of home and State are liable to crumble under the first adverse wind.

Bryant and May are a long-established firm of match-makers, in London, England. They publish for a penny (two cents) a pamphlet called "Toys and Models made from Matches," by Morley Adams, illustrated by Caruthers Brough. It gives suggestions, illustrated, for a great variety of pictures made by matchlaying, and

also a number of toys that can be made of the wooden match boxes in which their matches are packed. They also sell such boxes containing only the match stales, without any igniting preparation. In addition, they manufacture for one shilling, threepence, (by mail) a model-making outfit, containing match stales, sheets of wood veneer, sheets of leatherette, tube of secotine, ruler, pencil, and the book of suggestions. We are pleased to recommend this to teachers and parents. The address, Bryant and May, Fairfield Works, Bow, London, E. England.

### A MINIATURE COLONY SCHOOL.

Making the school grounds a miniature colony, with the pupils busily engaged in all kinds of productive occupations, is the device of the Birley House School, an open-air school in England, as described in a bulletin just issued by the United States Bureau of Education.

Various minerals—coal, iron ore, copper ore, lead ore, and gold quartz—are buried in different parts of the school garden, and the children go out "prospecting" for them. The finders become captains of industry. To work the mines the captains of industry engage laborers at the labor exchange, which is managed by one of the pupils. Boring is then proceeded with, shafts are sunk, winding apparatus is constructed, and the mineral is brought to the surface.

Here arises the need of coal, and a system of transportation in the form of a miniature railway is organized, furnaces are set up, factories are planned, the possible markets for the product are considered, and the importance of a merchant marine is recognized.

In close connection with the industrial side of the colonization scheme the agricultural plan is developed. A portion of the garden is cleared, a miniature farm of six fields is prepared, and the different methods of fencing are applied to these fields. The ground is plowed and crops are sown in rotation—wheat, potatoes, barley, oats, clover, and cabbage. A thatched log hut is built and furnished to serve as a homestead for the farmers, and the necessary outbuildings—barn, stable, wagon shed, pig-sty, poultry house and dog kennel—are built around it.

All the school work is done in close relation to the community activities. Practice in woodwork and carpentry is obtained by making a rabbit warren, an aviary, insect cases, garden frames, cases for weather instruments, etc. The use of "puddling" clay and the mixing of concrete and cement are illustrated by constructing a pond, drain-pipes, and other mason work. There is practical arithmetic in the measurement of lengths and distances, in estimating costs and quantities, in finding heights by means of simple instruments, in making records of rainfall, barometer, thermometer, sunshine, etc., and in other calculations required in garden and manual work.

What is becoming is honorable, and what is honorable is becoming.—Tully.

**ANNOUNCEMENTS OF KINDERGARTEN MEETINGS  
CONVENTIONS, LECTURES, ETC.**

**INTERNATIONAL KINDERGARTEN UNION**

**Twenty-first Annual Convention to be held  
at Springfield, Mass.**

**April 20-25**

**Headquarters: Hotel Kimball, Chestnut and Bridge Sts.**

**PLACES OF MEETING**

- Hotel Kimball—Board Meetings.
- Auditorium—Reception and Evening Sessions.
- Mahogany Room of Auditorium—Conference of Training Teachers and Supervisors.
- Central High School—Conference of Directors and Assistants.
- Trinity Church—Wednesday, Thursday, and Friday morning and Wednesday and Thursday afternoon sessions.

**OFFICERS**

- President—Mrs. Mary Boomer Page, 54 Scott St., Chicago, Ill.
- 1st Vice President—Miss Stella L. Wood, 315 Eleventh Ave., S. E., Minneapolis, Minn.
- 2nd Vice President—Mrs. Margaret J. Stannard, 19 Chesnut St., Boston, Mass.
- Recording Secretary—Miss Myra M. Winchester, Bureau of Education, Washington, D. C.
- Corresponding Secretary and Treasurer—Miss Catherine R. Watkins, 1720 Oregon Ave., Washington, D. C.
- Auditor—Miss Marion Hanckel, Schoolfield, Va.

**CHAIRMEN OF COMMITTEES FOR I. K. U. CONVENTION**

- Headquarters—Miss Rachael Jones.
- Accommodations—Miss Clara Lewis.
- Places of Meeting—Miss Nellie Stockwell.
- Hospitality and Decorations—Miss Hattie Twichell.
- Badges—Miss Lillie Capron.
- Transportation—Mr. G. F. Merriam.
- Local Transportation—Miss Grace Bowers.
- Music—Miss Alice E. Loynes.
- Exhibit—Miss Bertha McConkey.
- Press and Printing—Miss Mabel E. Osgood.
- Credentials and Elections—Miss Anna Johnson.
- Finance and advisory—Miss Nellie Perry, Miss May Murray, Mr. J. H. Van Sickle, Mr. W. W. Tapley, Mr. Ralph Alden.

**ACCOMMODATIONS IN SPRINGFIELD**

The Committee on Accommodations has prepared the following list of hotels, and stands ready to answer inquiries in regard to boarding houses and rooms in private families. The restaurants and lunch rooms are excellent, and it will be easy for every kindergartner to plan beforehand just how much the trip to Springfield will cost. Every effort will be made by the committee to help kindergartners to make arrangements for low priced accommodations, where this is desired,

so that no one will feel that "she cannot afford to attend a convention."

**LIST OF HOTELS**

**Hotel Kimball, Chestnut and Bridge Streets.**

European plan. Single rooms without bath but with running hot and cold water, for one person, \$1.50 and \$2.00 a day; for two persons, \$2.50 and \$3.00 a day. Single rooms with shower bath, for one person, \$2.00; for two persons, \$3.00. Single rooms with tub bath for one person, \$2.50, \$3.00, and \$3.50 a day, and for two persons, \$4.00 and \$5.00 a day. Single rooms with tub bath, when occupied by three persons, \$6.00 a day. Dining room, a la carte service, 6 a. m. to 12 p. m.

**The Worthy, 303 Main Street.**

European plan. Single room without bath, \$1.50 a day; with bath, \$2.50 and \$3.00 a day. Two in a room, without bath, \$2.50 a day; with bath, \$4.00 and \$4.50 a day. Restaurant. A la carte service. Combination breakfasts, 40 cents to 60 cents; service, 6 a. m. to 10 a. m. Luncheon, 50 cents; service, 12 m. to 2 p. m.

**Cooley's Hotel, 211 Main Street.**

European plan. Single room without bath, \$1.50 a day; with bath, \$2.50 a day. Two in a room without bath, \$2.50 a day; with bath, \$3.50 a day. American plan; single room, \$2.50 and upward a day; two in a room, \$5.00 and upward a day. Meals: Breakfast, 75 cents; luncheon, 50 cents; dinner, 75 cents. Restaurant. A la carte service. Combination breakfasts, 40 cents and upward.

**Clinton Hall, 108 Main Street.**

European plan. Single room without bath, \$1.00 a day; with bath, \$1.50 a day. Two in a room without bath, \$2.00 a day; with bath, \$3.00 a day. Restaurant. A la carte service, 6:30 a. m. to 9 p. m. Combination breakfasts, 25 cents to \$1.00; service, 6:30 a. m. to 11 a. m. Luncheon, 40 cents; service, 12 m. to 2:30 p. m. Dinner, 75 cents; service, 6 to 8:30 p. m.

**FAMILY HOTELS**

**The Oaks, 29 Thompson Street.**

American plan. Without bath, \$2.50 and \$3.00 a day; with bath, \$3.00 and \$4.00 a day. European plan, \$1.00 and upward. Meals: Breakfast, 50 cents; luncheon, 50 cents; dinner, 60 cents.

**The Winchester, 774 State Street.**

Single rooms, \$1.00 a day; two in a room, \$1.50 a day. All meals, 50 cents.

**Young Women's Christian Association, 30 Howard St.**  
Room and board, \$1.25 a day.

Visitors desiring accommodations at the hotels must secure the same by direct communication with the hotel managers, and reservations should be made early.

Application for list of other hotels or for accommodation in boarding houses may be addressed to the chairman of the committee and should state rate per day, with or without meals.

**PROGRAM**

**MONDAY, April 20th, 10 A. M. Board Meeting.  
2 P. M. Board Meeting.  
8 P. M. Committee of Nineteen**

**TUESDAY, April 21st—Kindergartens open to Visitors  
9 to 11:45.**

**TUESDAY AFTERNOON, 2:30 P. M.**

Miss Stella Wood, First Vice-President, Chairman  
Conference of Directors and Assistants—Central  
High School.

Subject:—The Development of Initiative.

1. Necessity for Initiative.
2. Conditions for Development of Initiative in the Kindergarten.
  - a. Atmosphere created by relation between children and kindergartner.

- b. Flexibility of organization.
  - c. Teacher's ability to use children's power which these conditions have called forth.
3. Materials and Method.
- a. Children's expression should precede teacher's instruction.
  - b. Ideas and problems emerge through interest and expression.
  - c. Actual happening in the class should be used to make clear problem or standard.
  - d. Technique has a place in the development of every subject.

2:30 P. M.—Conference of Training Teachers and Supervisors. Chairman, Miss Hortense Orcutt, Savannah, Ga.—Mahogany Room, Auditorium.

TUESDAY EVENING, 8 P. M.—General Reception—Auditorium—Greetings and Music.

WEDNESDAY, April 22nd—Delegates' Day.

9 A. M.—Resume of Work in the Field.

Roll Call of Branch Societies by States or Correlated Groups.

WEDNESDAY AFTERNOON, 2 P. M.—Delegates' Day Resume of Work in the Union.

1. Reports of Officers.
2. Brief Reports of Chairmen of Standing Committees.

Miss Annie Laws—Committee of Nineteen.

Miss Hortense Orcutt—Committee on Training and Supervision.

Miss Nina C. Vandewalker—Committee on Investigation.

Miss Grace Mix—Committee on Propagation.

Miss Ellen Lombard—Committee of Foreign Correspondence.

Miss Annie Laws—Committee on Foreign Affairs.

Miss Alice Temple—Committee on Child Study.

Miss Catherine Tracy—Committee on Sanitation and Hygiene.

Miss Alice O'Grady—Committee on Literature.

Mrs. Bertha Payne Newell—Committee on Music.

Mrs. M. B. B. Langzettel—Committee on Graphic Arts.

Miss Ella C. Elder—Committee on Finance.

Miss Netta Faris—Committee on Publication.

Miss Mary McCulloch—Committee on Froebel Monument.

Miss Lucy Wheelock—Dep't. of Supts. N. E. A.

Miss Nina C. Vandewalker—Bureau of Education Com.

Miss May Murray, Chairman—Committee on Nereology.

Miss Elizabeth Harrison—Report of the Jarvis Fund.

3. Appointment of Committees on Nominations, Time and Place, Resolutions, etc.

4. New Business.

New Opportunities for 1915. Panama Pacific Exposition, San Francisco.

The I. K. U. and Japan—Mr. Towle, Bureau of University Travel.

5. Announcements.

6. Report from Delegates' Day Committee and the award of the I. K. U. Banner.

7. At the close of this session tea will be served informally by the Twichell Alumnae Association.

THURSDAY, April 23rd—9 to 10:30 A. M.—Round Table

Chairman, Mrs. Bertha Payne Newell.

Subject—Music.

Speakers and Sub-Topics announced later.

10:40 to 12:15 A. M.—Round Table.

Chairman, Mrs. M. B. B. Langzettel.

General Discussion.

Subject—(A) Graphic Arts from the standpoint of the Teacher and the value of these Arts to Children in the Kindergarten. Illustrated.

12:30 Luncheon at the Hotel Kimball.

THURSDAY AFTERNOON, 2 P. M.—Addresses.

Subject—"The Kindergarten." Miss Laura Fisher, New York City.

"The Kindergarten and the School," (Speaker to be announced later.)

"The Kindergarten and the College"—Prof. Arthur Norton, Wellesley College, Wellesley, Mass.

THURSDAY EVENING, 8 P. M.

1. The Whole Gospel of Immigration. Mrs. Mary Antin. (Author of The Promised Land.)

2. Mrs. Eva Whiting White, Subject—"The Kindergarten's Responsibility towards Social Problems."

FRIDAY MORNING, April 24th.

Polls open 8:30 to 10:30 A. M. for election of Officers.

9 A. M.—Unfinished business.

New Business—Relation to Federation of Women's Clubs.

Appointment of Delegate to N. E. A.

Report of Credentials Committee.

Report of Committee on Time and Place.

Report of Committee on Resolutions.

Presentation of New Officers.

Symposium—Subject: The Training of the Kindergarten for Social Co-operation.

1. In relation to the Home—Miss Elizabeth Harrison, Chicago, Nat'l Kg. College, Mrs. M. J. Stannard, School of Home Making, Boston.

2. In Relation to the School.—N. E. A. 1913—Mrs. M. B. Page, Chicago, N. E. A., 1914—Miss Catherine Tracy, New York City.

Parent-Teacher Associations—Mrs. Milton Higgins, Worcester, Mass.

School Extension—Miss Frances Curtis, School Board, Boston.

3. In relation to the Community—Health, Amusements, Libraries—Miss Anna Williams, Philadelphia.

Professional Life, its Opportunities, Privileges and Obligations—Miss Lucy Wheelock, Boston.

General Discussion.

FRIDAY AFTERNOON—Free.

FRIDAY EVENING, 8 P. M. Addresses.

Subject: "The Mechanical Mind," Dr. John Greer Hibben, President Princeton University, Princeton, N. J.

Subject: "Liberal Education," Dr. Alexander Meiklejohn, President Amherst College, Amherst, Mass.

SATURDAY, April 25th,—College Trip to Four Colleges,

Holyoke, Smith, Amherst, Amherst Agricultural.

Special plans announced later.



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CHRIST IS RISEN



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# BOOKS FOR KINDERGARTEN AND PRIMARY TEACHERS--WHERE TO SEND

THIS page is published for the benefit of our subscribers scattered over the U. S., many of them remote from stores where books relating to their work can be obtained. It will tell you where to send. Look it over each issue and it will keep you posted as to the latest books for Kindergarten and Primary Teachers.

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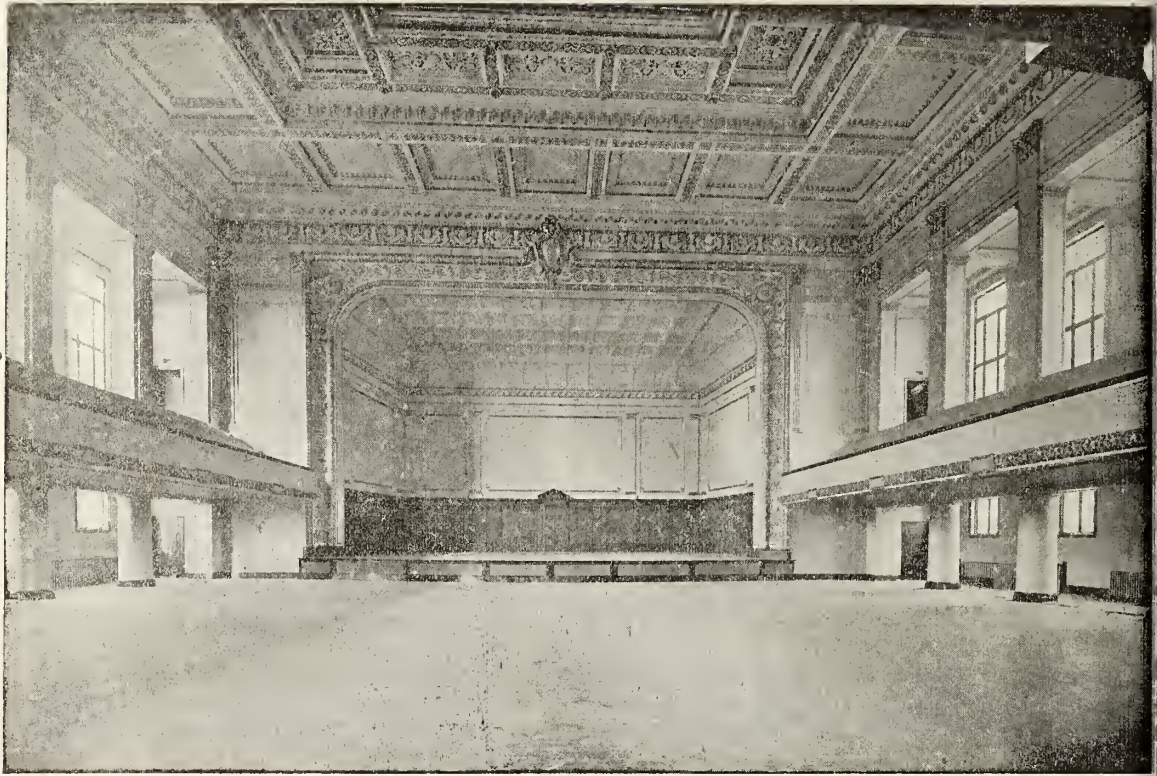
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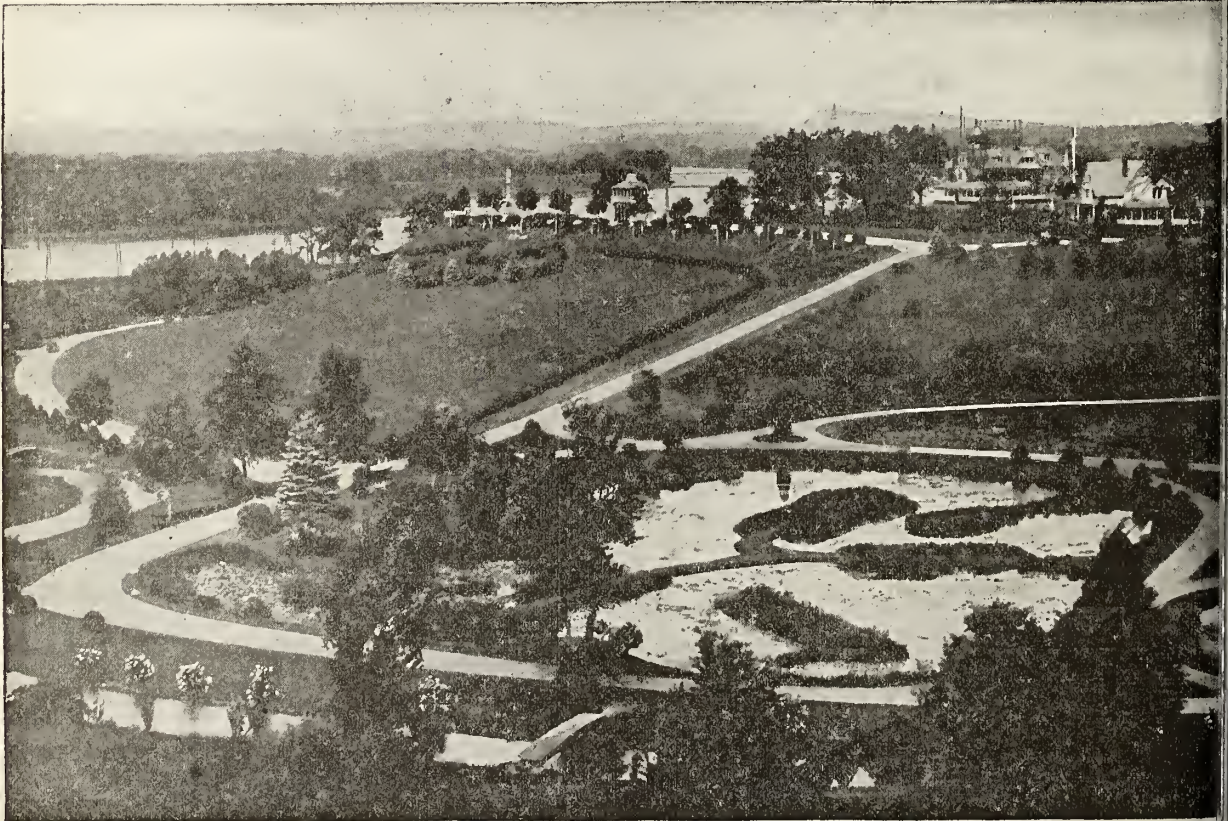
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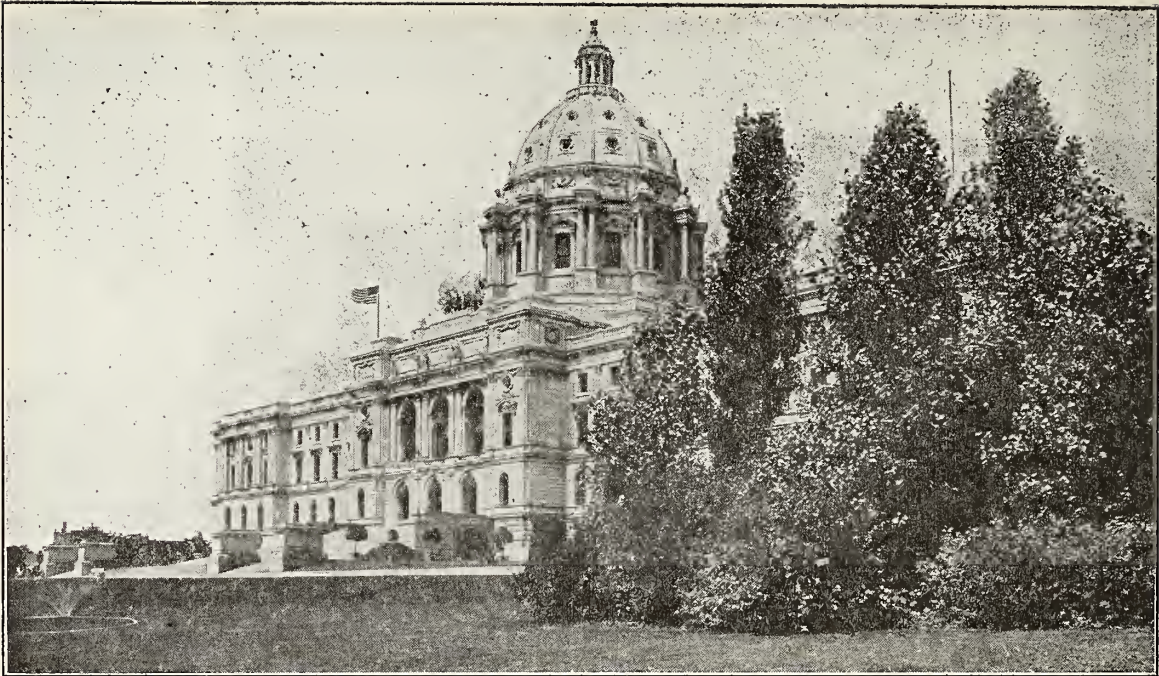
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AMONG THE LILLY PADS, Scene in Como Park, Saint Paul, one of the summer features of the City.

## THE N. E. A. AT ST. PAUL

SAINT PAUL, where the National Education Association Convention will be held July 4 to 11, is picturesque and imposing and provides unusual summer pleasures. The marvelous civic views which may be gained from the hills on which the city stands, from the dome of the magnificent new State Capitol, from the splendid high-set cathedral, from the skyscrapers on the business plateau at the base of the hills, compare favorably with those of Constantinople or Edinburgh. The city's aspect suggests the older cities of the East, both in the interesting irregularity of certain of its business streets, the modernity of its great public and business buildings and the beauty of its parks. But most attractive to the summer visitor are the three rivers and 30 lakes in and near the city. There are innumerable delightful places to go, and the trips may be made conveniently and at small expense.

Many cities have convention halls of sufficient size and enough beds and food for all comers. The question, therefore, that is uppermost in the minds of convention people is: "Where can we have also a good time and be comfortable?" Business first, of course; but pleasure runs a close second.

Saint Paul's convention facilities are abundant, there being in the central district excellent halls of all sizes that can seat some 29,000 delegates at one time—10,000 of them in a single room, one of the most wonderful auditoriums on the continent. This auditorium is owned by the city. The hotel and railroad facilities are adequate and unusually convenient.

The really distinctive feature, however, is that in Saint Paul and its immediate vicinity there are so many beautiful rivers and lakes where visitors may fish, row, paddle, motorboat, sail, bathe, steamboat, camp or picnic. Several of these nearby lakes have dancing pavillions and band concerts.

Moreover, Saint Paul is the center of a veritable "Lakeland," Minnesota having 10,000 lakes and Western Wisconsin, conveniently reached from Saint Paul, 5,000. A few hours ride from the city takes one into Minnesota's famous pine forests.

The visitor to a city likes first to get the "lay of the land." Remarkable views may be obtained from the upper stories of the skyscrapers, including the roof garden of The Saint Paul Hotel, where the National Education Association headquarters will be.

Among the first places of interest is of course the magnificent Capitol building, built at a cost of \$4,500,000, on an eminence 200 feet above the Mississippi. It contains, besides marvelously beautiful pillars, staircases and rotunda, many statues and paintings by America's most famous sculptors and artists. Guides take visitors through the building without charge.

Saint Paul's municipal auditorium, one of the most remarkable buildings of its kind in the world, is but two blocks from The Saint Paul Hotel. In

the upper stories of the auditorium are the Saint Paul Institute's public art gallery and scientific museum. Both are open to visitors without charge.

The magnificent Cathedral of the Roman Catholic Church, one of the finest ecclesiastical buildings in America, now nearing completion, is on one of Saint Paul's hills and faces the famous Summit Avenue.

Another extremely interesting place in summer is Harriet Island in the Mississippi River, only about six blocks from the hotel. There the city has established excellent facilities for public baths, and thousands of people use them every week in summer. On the Island also are the Zoological gardens and public play grounds.

Como Park in Saint Paul is the largest cultivated park in the northwest; it has few equals among the parks in America and some beautiful features found nowhere else. Free band concerts are given there every summer evening and Sunday afternoon.

Phalen Park is an aquatic and forest park, has fine boating, and a canal, connecting Phalen and Gervais lakes, has been developed into a beautiful Venetian waterway.

Indian Mounds Park, next perhaps to Como, is the best known park in the northwest. The mounds—ancient burial places of the Indians—rise in some instances to a height of 200 feet, and filled with curious relics, are of unusual interest. The view from the park commanding far-reaching prospects of the hillsbound valleys of the Mississippi and Minnesota rivers, is hardly equaled in America.

Beautiful well-kept boulevards around the lakes, through the parks and along the river, make driving and motoring in Saint Paul peculiarly delightful.

And all around the city are interesting places well worth visiting. Fort Snelling—the oldest government military post in the northwest—is picturesquely set on bluffs just across the Mississippi from the city. A few minutes' ride by trolley from Fort Snelling takes the visitor to Minnehaha Falls, perhaps the best known waterfall in America, excepting Niagara.

Immediately beyond Fort Snelling is the Minnesota river, famous for its scenic beauties and camping places for miles upstream from its juncture with the Mississippi and exceedingly popular with canoeists. Visitors may obtain canoes near the fort at a small rental.

Twelve miles from Saint Paul is Wildwood amusement park, on the shore of beautiful White Bear lake—a trip through rural scenes whose beauty is a constant delight. There is a fine bathing beach at the park. The trolley runs also to Stillwater, 65 minutes from Saint Paul, where visitors may inspect the new Minnesota State Penitentiary, whose architecture and equipment make it famous among all penal institutions in the world.

From Stillwater the trip back to Saint Paul may be made by steamboat down Lake St. Croix and up the Mississippi.

Many visitors to conventions in Saint Paul take the Mississippi river trip to or from the city, the journey being through the most marvelous river scenery in America, the Hudson not excepted.

There is one other thing that is especially interesting to Saint Paul visitors, and that is that all of the city water comes from clean, pure, spring-fed lakes and artesian wells and is drunk from faucets without filtration. This exceptionally pure city water has had much to do with Saint Paul's record of the most healthful city of its size east of the Rockies. Typhoid and similar diseases exist to a far less extent in Saint Paul than in other cities of approximately the same size, and health department records show that many of the cases of typhoid come from country districts outside of the city and that not a single case has been traceable to the city water or milk supply.

### THE KINDERGARTEN GIFTS.

DR. MARY E. LAW

In discussing the Kindergarten gifts, there are two points that we must keep in view; first, that "nature geometrizes," or, is mathematical, and second, that Froebel was a University man and incorporated in the Kindergarten the elements of all the arts and sciences.

In the gifts we have geometry, physics, mathematics, astronomy, architecture, and the arts of designing, drawing and coloring. For instance, in the first gift we have the beginnings of astronomy, physics, mechanics, form, color and number.

In the second, the beginnings of architecture, classification and the seven mechanical principles upon which all machinery and invention depend.

In the third gift we have the beginnings of cube root, cubic measure, wholes and parts.

In the fourth gift, dimension, square root and square measure, also linear measure.

In the fifth gift, the cube of three with its multiples and the beginnings of simple and compound fractions, and most of the plane geometrical forms and a few of the simple problems.

In the sixth, we have architectural units, plans and building principles. Froebel was by profession an architect and was skilled in the principles of construction and the allied arts of drawing and designing. Froebel attended the great Universities of Germany, Jena, Gottingen and Berlin, and after a life-time of teaching embodied the results of his life work in his scheme for the redemption of the world through proper education.

The Kindergarten was only the beginning of a great social reform based upon the laws of nature and those of human development.

Froebel was not only the first, but the only educator who organized a scientific system based upon

the recognized principles of psychology and the orderly development of nature.

Froebel discovered the great principle of unity in nature when a mere child, and his whole life was devoted to the demonstration of this idea and to organizing it into an educational system. He early discovered that all the different sciences were but different phases of the great cosmos; that all languages had a common origin; that all races and nations were simply man in different environments, and that to know one was to know all. He was a deductive philosopher. He went from universals to particulars.

Herbert Spencer gave his great law of development, or his theory of evolution to the world the same year that Froebel announced the Kindergarten, which was in 1852. Froebel in Germany, Spencer in England. Neither knew of the other's existence, but both reached the same conclusion, although they arrived at it by opposite lines of thought. Spencer refused a University education, but got his information directly from nature. He collected a mass of facts and inferences, and out of these deduced his great law of evolution. He was an inductive philosopher. Froebel began with unity and analyzed it into its parts. Spencer began with the parts and synthesized the whole. They are counter-parts. No one can understand the Kindergarten in its scope and motive unless they are familiar with Spencer's philosophy. On the other hand, no one will fully comprehend Herbert Spencer unless they use the Kindergarten as a key.

The Kindergarten is a profound system of philosophy, not diluted milk for babes. The babes learn through play the first principles which pave the way for the future assimilation and organization of a correct and inspiring philosophy of life.

The child must be grounded in simple natural facts before he can be a creator of new forms. Robert Schumann says, "He, who would create in free form must first have mastered the old forms existent for all time." This primary law of psychology is something that the free play enthusiasts overlook. The child must invent before he can create. No man ever invented a machine who was not aware of the primary principles of mechanics. No artist ever created a picture who did not know the simple laws of mathematical proportion. Imagination deals with truth or facts, fancy with the grotesque, the false and the impossible. We must develop imagination, or the creative power in children by the actual technic of the gifts and occupations. Fancy will take care of itself.

James Hill says the need of the present time is accuracy and efficiency. Men must be trained to execute orders. The great majority of men will always be in the rank and file and must learn to carry out orders intelligently. He who would lead must first learn to obey.

One scabbed sheep can mar a whole flock.

# THE KINDERGARTEN PROGRAM

## WITH SPECIAL REFERENCE TO THE MONTH OF MAY

By JENNY B. MERRILL, Pd. D.

Late Supervisor of Public School Kindergartens, New York City; Special Lecturer on Educational Topics

### SUGGESTIONS ON MAY PROGRAM.

The May-pole is the center of interest for the month of May in many kindergartens. The joy of talking about it, of seeing it made, of practising May dances, of singing May songs, of drawing the streamers, painting them, setting up a miniature May-pole on the sand table, possibly making one to take home to play with, all these activities will fill the month with pleasure.

We must wait upon the weather for the out-of-door May dance, not omitting it, even though sometimes it proves a June party in the end.

What a joy it is merely to see and name the flowers as they come one after another.

"After dandelions; buttercups,  
After buttercups, clover,  
One blossom follows another one,  
Over and over and over."

The children in the country districts and in the suburbs will, we hope, send of their abundance to city children who hardly know the most familiar blossoms by name.

Have a flower-garden in the ring with the children every day in May.

Let the children carry the flower pots and place them every morning where all eyes will center upon them. Carrying them is a lesson in carefulness. It also brings the child close to the flowers. Let a child walk around the make-believe garden on the floor each morning; point out and name the blossoms. Have many daisies, if possible, for a week; another week, let it be buttercups, and again clover. Mass the flowers for color effects, and also make much of just one flower in each child's hand or near him all day on the table.

This is the month to revel in color.

Choose dainty colors for the May-pole. Leave red, white and blue for national holidays, but in May choose pinks and greens, yellows and violets for the May-pole streamers.

It has been long the custom to make surprise May baskets in many of our New England towns and villages. Some of us have introduced this pleasant custom in our kindergartens. The children make a paper basket from a square or circle, and fill it with tissue paper flowers, if no others are available. Very dainty colors can be secured in tissue paper, and just a scrap of colored tissue paper crushed and fastened on a twisted stem of green tissue paper makes quite a brave showing.

Indeed I have known several kindergartners who save their spring twigs and later let the children reproduce nature quite daintily. Quite a large natural branch can be decorated in this way to resemble an apple tree or a cherry tree, by twisting on bits of pink tissue paper or white.

While I would not place art before nature, I believe it will be found true that these crude attempts at making flowers, will lead the children to love nature's blossoms all the more.

To this work we may apply the truth in the poet's thought:

We're made so that we love,  
When we see them painted,  
Things we have passed before.

(This is the thought, not the exact quotation.)

The kindergartner, or mothers, if not the children, together may decorate a hoop, or the frame of an old umbrella with tissue paper flowers as a canopy for the May-pole. Sometimes daisy chains are made for the streamers. A cord should be run through these paper chains to prevent tearing them apart.

To return to the May baskets. What shall we do with them? How shall we introduce the surprise element which so captivates a child? I knew of a morning kindergarten that left their little baskets, one on each chair as a surprise for the little ones who were coming to the afternoon class. Of course, the afternoon children made others and left them for the morning class. "Turn about is fair play."

"I knew of another case, where a May basket was hung on the door knob of each classroom as a surprise to teachers and children who had formerly been in the kindergarten. These little social remembrances help greatly in keeping up a family spirit in the school.

It is hardly necessary to suggest May walks. All out-of-doors calls and children, like lambs, must frisk and play on the grass. Many city children will never do so unless given the opportunity while under the care of the kindergartner or teacher.

It is my belief that it is often well to keep one kindergarten occupation prominent above all others for a month at a time rather than to attempt a different one every day.

May is, then, the month for reveling in painting or crayoning in color if no water paints are furnished. Water paints are preferable if there are not

too many children to serve. In such case it might be arranged to keep the paint-boxes on one table, letting the children paint in groups. Children love to mix the paints and they acquire considerable experience in doing it. There is always great value in children's crude experiences with materials. The process is active and holds attention. Do not think too much of mishaps, nor of unsatisfactory results. You want childish expression.

A few simple directions are helpful at the beginning.

Paint for the child, holding the brush far down the handle.

This not only prevents soiling the fingers, but it is the correct way.

Consult the drawing teacher.

Practice with the brush beforehand yourself.

Pin a flower on a sheet of paper as a background, thus giving a suggestion for placing.

Practice making colored bands on paper, later make the May-pole and its gay streamers.

The May-pole is an excellent object for drawing lessons.

Make washes of blue for the sky and green washes for the grass.

Then paint both grass and sky on one sheet, leaving a space between.

Later paste a scrap picture of a child or an animal upon the grass. Paint a fence, mount an animal near it.

Crude splashes of color for flowers are preferable to filling in traced outlines of flowers. They have more true feeling and expression.

(For further directions see chapters on Color and Painting in *Paradise of Childhood*.)

We have not mentioned the birds and insects. They always mingle with the flowers and may be painted, too.

We have not mentioned the child's love of personal decoration, "dressing up" as they call it.

The May wreaths and garlands give them great delight. A strong strip of manila paper doubled can be used as a foundation for the wreath or garland.

## OUTLINE MAY PROGRAM.

### Topics for Circle Talks.

1. May Day. What it means. Illustrated with May flowers, pictures, stories and memories. What are May baskets? What shall we do with ours?
2. How to make our May-pole—listen to the children's suggestions. Make pictures on B. B. Scenes in sand. Tell stories about May-poles.
3. Mary's little lamb.  
Irmgard's little calf.  
Our Tadpoles.  
Piggy-wig and piggy-wee.

4. Arbor Day. Memorial Day.\* Our walks. Our plays.

Note.—Kindergarten children are rather too young to appreciate these holidays, but they can see the interest of others.

### Gifts.

Have some kind of planting on Arbor Day—possibly an acorn or an apple seed, or join with main school in planting a tree. Building fences, parks and playgrounds. Use 3rd, 4th, 5th and 6th gifts singly and in combination, according to advancement. Use several 3rd and 4th, alternating cubes and oblong blocks for inclosures. Let children unite and inclose a large space on the floor if blocks are large. Build a gateway. Let children bring toy animals to place within or represent them with blocks.

Use seeds and sticks for representing flowers. Make flower designs with rings, sticks and seeds. Play ball. Review six colors. Build trunks of trees with cylinders of second gift. Build monuments.

Do not suggest until the children need suggestion. Watch them and let those who do not build well, work with those who do, in groups.

Build one large monument on Memorial Day on the floor.

It is not too often to have building every day. Most of it should be free, occasionally dictate, often suggest, sometimes build yourself, and let children imitate, or all reproduce what another child has made.

Build a form from memory of a previous lesson. Look at pictures of monuments and try to reproduce them as nearly as possible.

### Occupations.

1. Folding May baskets several times.

#### Flowers.

2. Drawing—The May-pole may be drawn every day on the blackboard, on paper, change colors, let streamers hang down, draw them extended. Children will not hesitate to represent the dances. Illustrate May songs.
3. Brush work—Flowers, grass, sky, ribbons, the May-pole, the park.
4. Cutting—Flowers, tadpoles, butterflies, streamers, grass. Save best results for mounting. Cut scrap pictures of children at play, of farm animals, paper dolls.
5. Clay Modeling—Model balls, hoops, marbles, dishes, dolls, animals, trees, nests, flowers.
6. Sand Modeling—Scenes in sand table of a May party; a park scene; a farm scene, gardens of flowers.
7. Constructive Work—Making baskets; making flowers; making May-poles. (See reports).

### Songs.

Come, let us make a garden.  
The garden bed.  
It is lovely May.

Choosing a flower.  
Caterpillar.  
Over there the sun gets up.  
Raindrops.

### Stories.

Patsy, the Calf.  
Billy Bobtail.  
Little Red Hen.  
North Wind and Sun.  
Baby Ray.  
Little Raindrop.  
Do you love butter and now buttercup tells you.  
Stories of flowers. Making a bouquet for a little sick girl.

### Games, Rhythms and Dances.

May dances.  
Skipping around the pole.  
Skipping in and out to and from the pole.  
Girls kneel near the pole.  
Boys skip around.  
Change boys and girls.  
Waving the streamers. Dropping them.  
Children of kindergarten age should not be expected to braid the streamers, though they can wind them. They love to shake and swing them.

For May-pole Dance—See Games and Finger Plays for the Kindergarten published by N. Y. P. S. Kindergarten Association.

Children may imitate motions of ball throwing, spinning tops, pushing swing, see-saw, floating clouds, opening buds, swaying trees, falling rain.

If the child can first experience the real motion he will readily reproduce it. Do not force too much of anything upon the child. Let him receive good impressions from nature whenever possible. Then seek to let the child have freedom to act and he will surprise you with his imitative power.

One day this year I was walking through a cemetery with a little boy about four and a half years of age. Several graves had flags upon them. I did not want to say much, but concluded the flag was a good starting point. I said: "Do you see this flag? A soldier died and is buried here." The little fellow looked for another flag and quickly asked: "Is a soldier here?" "Yes, another soldier died and is buried here." We walked on silently for a few paces, when the little fellow said softly: "Are the gods here?"

### What Kindergartners Have Done in May.

#### MAY FLOWERS

Since the spring began we have had 36 different kinds of twigs, plants and flowers. Several times the children have taken them home. Twice each has had a bunch of daisies to take home. Each child planted a seed and took home the flower growing. The flowers have given much pleasure. We had a pretty May-pole dance and are now learning fancy figures with wreaths, made by the children. They are covered with green and the roses are made of pink tissue paper. Some building with the 5th and

6th gifts combined (by a few older children) has been very good.  
E. A. B.

The children planted sunflower seeds in individual flowerpots. The seeds germinated very quickly and after the plant had grown a couple of inches each child was given his or her plant to take home. Each day the children tell me how much their plants have grown. The planting proved to be a great success.  
E. M.

Our window boxes came this month and the carpenter put up the stands for them. The children filled the boxes with dirt and watched me plant the geraniums and they planted the seeds.

We had a delightful time at our May party. We invited the two afternoon kindergartens. We made large May baskets and some kind friends in the country sent us enough violets, hypanthas, anemones, apple blossoms, etc., to fill each basket. Miss R. and Miss B. gave us beautiful big candy Easter eggs for the baskets.  
A. M. D.

During the early days of May we let the children dig in the garden bed and prepare the earth for planting. Soon after they planted lettuce, beans, peas, radish, corn, nasturtiums, sunflower, sweet peas and grass. We also gave the children seeds to take home, which most of them planted in flower pots or cigar boxes. Some of the children tell me the seeds are growing nicely. Before school closes I will have the children bring them to school so that we may see them. The children never tire of watching the growth of plants in the garden bed.  
G. M. R.

The leading thought for the month was May-time with all that it brings—May parties, May baskets, etc. Several times all the children took home daisies, and once little baskets with "Stars of Bethlehem" in them. Two or three times the children had parties with simple candy and animal crackers.  
E. L. W.

#### MAY WALKS

We had a May party, all of us, in Central Park. We had all the pleasure of anticipation, too, for we talked of this "party" all week, until the very morning it occurred, which was last Friday, the 29th. I had a permit to play on the grass, but unfortunately it was too wet for this pleasure; and we had so enjoyable a time otherwise, I do not think we missed the grass part at all! The squirrels and birds were so plentiful, the bridges and paths such a joy, the little lunch so welcome, and the lack of hot sunshine so gratifying, there was no room for disappointment of any kind whatsoever. We had balls and horse reins, which were most acceptable, and the large girl who accompanied us to "help," enjoyed the trip as much as the rest of us. Even the trolley ride there and back was more than enjoyed.  
F. D. Mc.

During the past month we have united with the

children in Miss F.'s kindergarten and have taken walks to the parks. At East River Park, besides observing the progress of nature, the children each had a few minutes in the swings, also a play with the balls or bean bags and in some cases a race or romp. At Central Park one day the children were made happy by finding a place where they could pick some grasses. Some pink blossoms, which had fallen from a tree were also carefully treasured. One day we saw an unusually tame squirrel. He came time after time to the different children and took the nuts from their hands. We generally find the little animals are frightened by the number of children. One or two of the children became timid when the squirrel was almost ready to take the nut, but most of them were simply delighted.

M. B. S.

We had such a fine month of May, that I hardly know what to select or tell you about. We held our May party the last week of the month. Had planned to have it Thursday, the 21st, but on account of the rain it was Monday, the 25th, before we could go to the park. Although a bad morning for mothers to leave home cares, there were fourteen who joined us. Our pole was a shower of pink roses. The little Queen was drawn in a little automobile covered with the pink roses and pulled by the children by a rope of roses twelve yards long. The little King had a similar auto and drawn in a like manner. The little girls had wreaths of roses, the boys soldier caps, with rose plumes. It was an ideal morning, and we never had a more enjoyable May party. I found matters greatly simplified by giving each child a definite part. Nine little girls carried the pole streamers, ten boys and girls pulled each auto, a boy steadied each auto from the back, and the King and Queen rode. I hope to send you pictures of the party.

Then we have a new school garden for the upper primary grades and the kindergarten. The primary children have planted beans, lettuce, beets, nasturtiums and radishes, the kindergarten children, sweet alyssium. These were planted in rows the entire length of the border, to give a uniform appearance, but each class has been assigned a section to care for, so every morning we take a little walk to our garden, to give it care and thought.

G. B. R.

#### OUR TADPOLES

We have our thirteen tadpoles, which I brought six weeks ago. These are growing slowly. All have their hind legs now, and the children love to watch them swimming about. We are only hoping that our tadpoles' front legs will develop before school is over.

N. R. B.

#### "OATS, PEAS, BEANS"

We had quite an enjoyable dinner party one day. We had played "The Farmer." "Oats, peas, beans and barley grow." I took some green peas and

beans to show the children how they grow. We ate the peas raw, and the children suggested cooking the beans, so we planned for a dinner party for the following day. We spent one period stringing, cutting the ends of the beans and washing them. Then we put them on to cook while we went for games. Just like "The Three Bears," the children said! We could smell the dinner cooking all the while. After games we made plates of manilla paper and used the paste plates for the beans. Then we had our frugal meal of crackers and beans. The children enjoyed it quite as much as if it had been more elaborate.

B. T.

#### HAND WORK

I have paid particular attention to painting this month, taking advantage of the flowers we had in the room, and have found that this is an occupation greatly enjoyed by the children.

C. A. R.

During the past month the children have done more brush work than ever before in a single month. Some of the better ones were framed in drawing paper and sent home. Good results in "free" work were shown; the topic usually suggestive of street or park play.

H. F.

This month I gave special attention to work with the gifts, and also to drawing which had been very poor. I have had a hard time with some of the younger children who persist in scribbling over the page without even attempting to make anything in particular. However three of these children are under five, and others just five, so that I have no doubt that when they have been here a little longer, I can get them to begin with some definite object in mind.

We have had some very pretty gift lessons using a lot of outside material, such as twigs, flags, etc. Sometimes we use a piece of folded paper for the roof or a piece of colored tissue paper for awnings. We had a pretty lesson one day with the sixth gift. The children made stable stalls and we put toy horses into them. Then we cut some of the grass we had planted and which had dried. We put this in a little wagon which was wheeled around along the tables, and each child bought some and put it in the stalls.

I. W.

The special features of May were the dressing of the May-pole and our May-day party. The children made their own wreaths which they wore at the party and we had a very pretty dance around the May-pole. Refreshments were served and after that I allowed the children to dance with each other and all together we spent a very pleasant time.

At our mother's meeting in April the mothers suggested to have the children's picture taken, which we gladly consented to, provided that they would favor us with their presence. Some of them came with us to the park the morning we had the pictures taken.

For our May-pole an old umbrella with the cover



taken off was utilized. The rods were wound with white tissue paper, and yellow and white paper flowers were strung on this, making an effective pole.  
R. W.

#### MORE MAY PARTIES WITH MOTHERS

The children work in the garden, raking, watering, etc., every clear day, taking turns in using the different tools and altogether I feel they have gotten a fair idea of the workings of nature as well as the labors of the farmer.

At our last mothers' meeting, which was purely social, being the May party for mothers and children, we had a very delightful time. The children danced and sang around the May-pole for the mothers, they in turn arranging and serving the cream and cake for all present. As a little surprise for the children, I had a peppermint stick arranged in a paper napkin. I also took a picture of the children.  
C. H.

We had our May party over in Central Park on May 27; twenty mothers went with us besides some of their friends and little brothers and sisters. The day was a perfect one for a party and every one enjoyed it.

The kindergarten has been given a plot of ground in the school garden three yards by one yard. We have beans, lettuce, beets, radishes, nasturtiums and sweet alyssium growing and today we are going to plant some sunflower plants which we hope will be blooming for us in the fall. We have had a visit from two little chickens four days old and have a water turtle living with us, the children bring little pieces of raw meat, and although we have never seen him eat, yet the food disappears over night. Turtles seem to be the easiest animal to care for that we have ever had.  
H. C. C.

The central thought and climax of May was the May walk, which was held May 24 at 10 a. m. The children helped trim the pole, making the roses and winding the streamers. The boys made little tissue paper caps to wear and the girls made wreaths of roses for the happy occasion. We never had a nicer party and such a good time! The day was perfect. Over fifty mothers were out in the morning and added to our pleasure.

The children were much interested in the exhibition of their work for the mothers' meeting. They went about picking out their work and they knew it, too—even the work done last February. The day after the May party each child took home a May pole he constructed with six little paper dolls dancing around it. We also made a longer one with dolls made of clothes pins for the kindergarten.  
J. B.

The children so enjoyed the preparation we made for our final mothers' meeting. They made daisy chains, caps representing wild roses, buttercups, daisies and clovers, also paper butterflies for room decoration.

The May-pole dance, songs, rhythms and games were greatly appreciated by the mothers and after this the children were taken down to yard to play, while the mothers were addressed by our principal urging the formation of a club, followed by remarks and readings by kindergartners.

The thirty mothers present gave a standing vote to be known as the Mothers' Club of P. S. No. ... They were urged to visit our gardens and to give their children every opportunity possible this summer to care for plants.  
E. J. T.

#### Report of Dr. Dewey's Lectures

(Continued)

Pestalozzi and his followers, strange to say, have forced upon elementary education almost as great an incubus as they have relieved.

This principle of proceeding from the simple to the complex led him to analyze and arrange graded series in language lessons, in form, in drawing, which are unnatural, unnecessary and unchildlike, as for example, ab, eb, ib, ob, ub, ba, be, bi, bo bu.

In drawing he used various combinations of straight and curved lines. In music and arithmetic similar reductions to the elements supposed by him to be simple. This is what Pestalozzi called "psychologizing education,"—that is reducing all subjects to elements. It was poor psychology for the child. It was imposing upon the child the adult point of view, which is not simple, but difficult for the young mind.

It is natural teaching when the child deals with much more complex things, as in home life. The child gradually analyzes things into parts by finding their uses. In reality Pestalozzi did put things to social uses, for his children worked in the home and in the field. This was good.

Pestalozzi recognized the value of first impressions, that imperfection in the bud means imperfection in the fruit.

Montessori is undoubtedly a follower of Pestalozzi, although she has been original in working out her own problems. She, too, analyzes too much, attempts to present simple elements of form which the child may get just as well and better from the ordinary objects in the home. She shows the same religious devotion. She, too, appreciates the social side.

Because social relations are the deepest, we find it better to have objects connected with social life rather than any specific didactic materials.

Next month we will consider Froebel's materials and his relation to Pestalozzi.

#### DES MOINES, IA.

The meeting of the Froebel Association was held March 28 in the city library. The program included a review of the book entitled "The Kindergarten." Miss Patty S. Hill's report was reviewed by Miss Bessie Park, and Elizabeth Harrison's by Miss Hatie Phillips.

### TOY MAKING IN THE KINDERGARTEN.

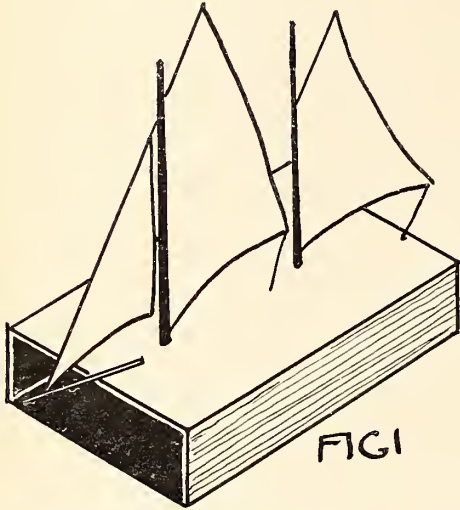
The lesson on water may be followed by one on salt water—the sea.

In connection with this it is suggested that the children make toys from cardboard or used boxes of any description in illustration of the subject of this lesson.

#### THE SHIP.

This may be constructed from the cover of a match box, which forms the body of the vessel.

Used matches can be pointed and fixed into po-

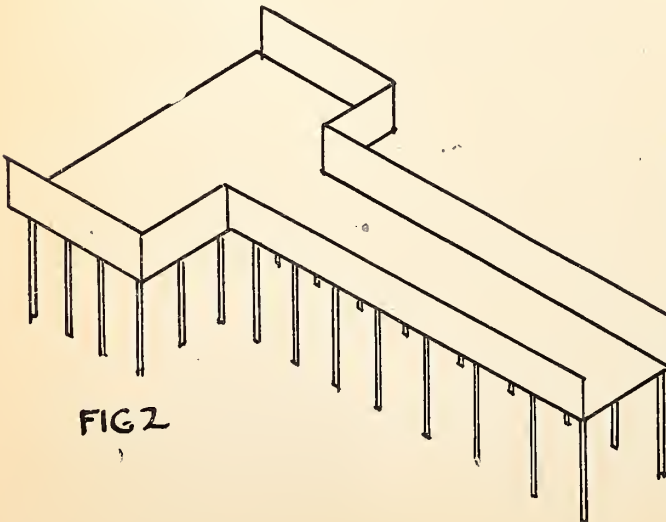


sition as masts. Kindergarten sticks can also be used. Cotton of a fawn shade can be made to do duty for the ropes and rigging, while the sails may be cut out of white paper and one edge pasted to the mast, and the ship completed by the addition of a miniature flag.

#### A PIER.

Fig. 2 shows this model made of two cardboard boxes and matches.

The lid of the box might form the promenade part of the pier.



Matches or kindergarten sticks are fixed at definite distances to act as supports, the sticks being kept steady by the addition of fine twine, which was laced from one post to the other.

On the promenade seats could be placed at intervals, these being made from the sides of boxes, the cardboard being partially cut and then bent into position.

Seats with overhead shelters could be made from the lids of boxes pasted down the centre back to back, forming a double seat so often seen on piers.

#### THE LIGHTHOUSE.

This model is felt to be a necessity, and many are the models which can be made—some on land and some out at sea.

The lighthouse at Fig. 3 is made from two mantle boxes, one a little larger than the other.

The lid is left on the top and bottom; on the lower end is pasted a large piece of cardboard to make it stand firm.



The door and windows are painted on, and the steps to the door can be made out of paper or small pieces of wood glued together.

To form the lantern four upright matches are fixed at the top and short pieces of wood tied across.

Outside a strip of mica or oiled paper is placed and the mantle box lid is then placed on the top.

Round the base of the lighthouse rocks are placed. These are made of greenish covers of exercise books crumpled and then pasted on the card.

Many other models may be added to this lesson, such as a small boat made of paper, a slip-way and a buoy.

The question of making models from material available is always of much interest to children.

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

## PRICKING AND SEWING.

By JENNY B. MERRILL, Pd. D., New York City

The kindergarten has less to suggest to the elementary teacher in regard to sewing than in other occupations. Much excellent work in sewing has been taught in schools longer, perhaps, than any other manual work.

Sewing and weaving, too, were home occupations in Germany; and in early New England days, mothers spun, wove and sewed that their children might be clothed. It is not a hundred years since my own grandmother in New England did this very work.

Children saw the work done and gradually imitated as they love to follow the doings of their elders if it is at all possible. Hence it is only natural that Froebel introduced sewing into his sequences of occupations.

To place it in its mathematical relations to his system, Froebel conceived the thread as a line and introduced a series of exercises more like designing than ordinary sewing.

The materials are cardboard and worsted. This occupation of sewing followed drawing on the checkered paper. The child was even expected to place a piece of the squared paper over a plain piece of cardboard and prick the holes at the intersection of the lines before sewing with the worsted. Thus the child realized more fully the importance of the holes, and his pleasure in punching holes was also gratified.

Certainly children do love to punch holes in paper. Mothers even amuse babies by placing a piece of thin paper over a cane-bottom chair, letting them poke holes with a pencil or even with a finger. Froebel doubtless caught many of these ideas from observing German mothers entertain children, but his logical mind had to find a place for them in his system, instead of taking them as a child or a mother does simply to gratify the instinct of the child to be active and to make changes in the materials he has strength to act upon.

Hence pricking in the hands of Froebel became a distinct occupation as may be seen in any kindergarten guide book, and stitching from hole to hole followed.

The ingenuity of Froebel's followers succeeded in working out design after design in both pricking and sewing, and we greatly fear in injuring the eyes of many children, and even students in training classes.

This was in the days before we realized that it is far more important to study the child than to become expert in manipulating materials. More

time is now spent in studying psychology and applying it in the observation of children in our kindergarten training classes, so that less is left for complicated designs.

This is all interesting as history, and must be mentioned in passing lest some earnest primary teacher, looking over a kindergarten guide book, may repeat the errors of the past.

If weaving was criticized by the physicians of our country as injurious to the eye, still more so was pricking when done by children under seven years of age. Even after that age, very little should be done at a time. An eminent authority even went so far as to say that to require a young child to prick one hole in an exact spot on the paper, namely, at the intersection of the lines was injurious. Of course, stabbing a piece of paper here and there promiscuously, just to see the light come through, is a very different exercise, and one which many kindergartners have introduced as a substitute for the old-fashioned pricking lesson.

Following the mother's wise leadership, other kindergartners have modified pricking in the following fashion: Place a sheet of paper on the sand table and let the child with a pointed stick poke holes into the paper and sand, or merely into sand.

If the children are old enough, some kindergartners draw a circle on the sheet of paper and gradually the child pricks out a circle.

Fine pricking is undoubtedly a dangerous exercise for the eye. It is nervous work when limited to a definite point and is usually omitted altogether in the progressive kindergarten.

But how is it with sewing? Kindergartners have felt so unwilling to give up this occupation that they have usually continued to let children outline animals, fruits and other interesting objects on cardboard. Several sets of such cards have been prepared and can be obtained for use in the home, kindergarten or school.

Children are very fond of tracing these outlines with appropriate colored worsteds or heavy silk, and it impresses natural forms. The cards are often made up into various gifts for birthdays and holidays. Sometimes the kindergartner herself punches all the holes, or has them punched by advanced grades. It is not, of course, as trying to punch such outlines as it is to prick the exact intersection of lines on squared paper with the old-fashioned pricking needle.

Kindergartners who still keep up the development of the Froebelian series in sewing, as the

straight line in three positions, the square, the oblong, the cross, the star, the steps, the simple borders, leading on to simple inventions, use cards already pricked by machinery.

In other kindergartens, a new occupation, invented by Madame Kraus, called "sewing without a needle" has become popular. A manual accompanies a set of such cards which explains their use. The idea is to wind cord or worsted over cardboard which the child slits on the edges before winding. In this way lines, angles, plane figures, simple borders and designs are secured.

The cards before slitting may be of various shapes. The most valuable are the long strip which makes a pretty book-mark, and the circle. Winding from the center to the circumference traces the radii of a circle and makes a pretty pattern of sunny rays.

Postal cards that have been discarded or other advertisement cards can be utilized for winding if the regularly prepared cards are too expensive.

Many kindergartners prefer to gratify the child's desire to imitate regular sewing with a coarse needle on cloth. This is more like home sewing and leads on to the regular school course. With a bright colored worsted let the children overhand cheese cloth for a duster. Let them overhand irregularly at first without criticism, gradually acquiring skill.

Even one or two stitches here and there as required in fastening are worth while for a child to attempt. Do not say, "It will be easier to do it myself." The pleasure and experience of using the needle is due the child.

Several sheets of paper may be overhanded together for a scrap book. The edges of muslin for a scrap book for baby may be made stronger by overhanding. The Christmas stockings for candy, if made of stout, stiff stockinet, the older children can make.

In the New York city schools, knotting and tying and winding begin the course in primary grades rather than sewing. (See *The Handicraft* book mentioned in the *Kg. Mag.* for April. This book is by the Director of Sewing in the N. Y. Public Schools, and is illustrated so that one can follow the work with ease.)

Children love to play with a string, and the tying of the various kinds of knots is not only useful, but is applied in ornament, as the sailor's knot for a tie. Many big boys cannot make a good knot in a tie. The slip knot, too, is very useful in tying packages.

Knotted bags and little curtains for a doll's house, watch chains and even a hammock are worked out in knotting in this book. The regular courses in sewing should be continued all through the grades. The objects made should be concrete, not merely exercises.

Dolls' clothes and little bags are among the first attractive articles and being small can be finished

in a few lessons. But gradually lead on to simple articles of children's clothing beginning with the apron until the girl is able to make her own clothing.

Boys should not be neglected wholly in this occupation. Surely they should be able to sew on buttons, to darn a hole in a stocking or cloth, and make a button hole.

This reminds me that I have not mentioned darning and mending. Darning is an application of weaving and should be taught to both boys and girls. Let the boys laugh and make fun over it. They will thank you later on. Tell them sailors and soldiers and travelers and ranchmen may not have a mother or sister near by! In the kindergarten, we never make any distinction between the work of boys and girls. All alike learn to handle the needle, and I have never heard an objection, but older boys often regard the needle as wholly a woman's tool and need to have their eyes opened a little to future possibilities. A hand that has never held a needle in childhood finds it, later on, a most difficult tool to manage.

#### HOUSES FOR BABIES.

Mrs. Charlotte Perkins Gilman, in one of her recent lectures at the Hotel Astor, pointed out the fact that in a world whose population is two-thirds children, houses are built without reference to child needs, but solely for grown-ups.

Most of the pains and woes of babies come from the inevitable reaction between baby and a house full of stairs and sharp corners and things that baby "musn't touch." And in this house, in no way built for it, the baby is taken care of, not by experts trained in this most important work in all the world, but by servants. Sometimes the servant is a hired one, and almost invariably of a lower order of ability for the work than the average mother, for we are so morbidly afraid of dictation that we hire subordinates and trust to Providence that it will be all right.

"More often the servant is the mother, who tends the baby in addition to eight hours or more put in at housework or sewing. And of preparation for motherhood most girls have none at all. The public has the guarantee of a diploma in a doctor, but the baby has no guarantee whatever. Is it any wonder that so many millions of them die? I am not suggesting panaceas. I am just telling you how the world moves. And just as we now cheerfully send our children to college, if we can, when they are old enough, just as we send our five-year-olds to kindergarten, groups of women must presently recognize that babies are a permanent population—transients in families, but a permanent, majority population in the world—and must make provision for their care."

The empty vessel makes the greatest sound.—  
Shakespeare.

## REPORT ON A RECENT LECTURE BY DR. JOHN DEWEY.

(A Comparison of Herbart and Froebel.)

Dr. Dewey thinks that Froebel was more formal in his later writings than in his earlier, and that the modern, progressive kindergartner is finding inspiration in his earlier work. He thinks that many forms of his gifts are for children from seven to ten years of age.

The modern kindergartner is studying child nature, is experimenting and endeavoring to emancipate the earlier Froebel.

Dr. Dewey's chief objection to prevalent kindergarten ideas is that they educate through artificial symbols rather than through social life. There is a spirit of complacency as if full truth had been achieved.

Kindergartners generally do not study children and experiment enough.

Herbart was the first to question the doctrine of formal discipline. He believed in systematizing subject matter. He accepted existing studies and endeavored to reform the method of presenting them.

He followed Pestalozzi for earlier years.

He considered what to select and how to arrange so as to gain moral effect.

He gave too much value to cultural subjects. He lacked imagination. He did not think of education as a re-living but as a re-constructing of the past for the present to get a better future.

Herbart valued conduct above all else. Subject-matter must function in life. It must appeal to interest. Froebel and Herbart both believed in a technical system of education.

Froebel felt emotionally the development from within. He was romantic and yet highly formal. He believed in a peculiar type of subject-matter manipulated in a peculiar way. He felt the importance of industry and work. The human being should be trained for work through and by work. ("God works.")

Children should be busy in their play and free in their work.

Development equals active creating and is new at each stage.

The philosophy of his time influenced Froebel. This philosophy taught "the law of parallelism," identity back of everything and a parallel in the psychic world. It idolized symbols.

Dr. Dewey thinks the first part of "Education of Man" is fine if not taken too literally, but does not approve the latter part.

Those who listened to Dr. Dewey were deeply grateful for his broad outlook. They realized a master mind was scanning the history of education and relating its lessons. They realized the great importance of studying the history of education, and yet not yielding up to one or all of the great educational thinkers, the privilege of continued experiment and investigation.

Dr. Dewey's "How We Think" is being read widely by teachers. He tells us so simply and so clearly how we think, that we exclaim, "Yes, that is just how we do it. Why has it taken so long to tell it in such a simple way?" Is it not because it takes the greatest thinker to go to the root of thinking?

In this course of lectures, Dr. Dewey has spoken in such a simple conversational style that it has been hard to realize what an immense field he has covered. The writer of these reports took copious notes, and it was not until going over these that she fully realized how much ground Dr. Dewey had covered and how impossible it is in a short column to do justice to the lectures.

In one of these lectures Dr. Dewey said with his quaint humor, "Most of our thinking is post-mortem. Ideas rarely precede action, especially in social matters. Movements usually grow out of emergencies rather than out of any theory." He further said that this is certainly true of our recent interest in vocational work in the schools. There is a certain vagueness in these ideas of "social efficiency" and the value of statistics.

Dr. Dewey told a story to help illustrate this point, of a certain village blacksmith who was a man of natural shrewdness, so that his shop became a sort of forum for discussing matters of local interests. Possibly the business of shoeing horses may have suffered somewhat. Are we to take the broad or the narrow view? If efficiency experts had been sent to gather statistics—how many horses shoed, etc.—could they have also found records of the good accomplished by exchange of opinions and discussions among the men?

"Are we aiming," Dr. Dewey asked, "at social conformity or social transformation? Should the educational authorities take it for granted that the present social status is accepted finally and educate for it? or, should they take the more imaginative, more ideal and recognize the possibility of changes in the future?" We must not forget that persons are effective agents in bringing about transformations in social matters. Unless we intelligently consider, are we not likely so to educate as to fit persons into narrow niches?

This leads to a two-fold evil. First, it tends to perpetuating class distinctions which our democratic ideals strive against. It is a movement away from democracy. Second, it educates on the basis of a static society, whereas the forces of science and invention bring about changes in industry and society, and even in political institutions themselves. The narrower point of view in education would not pay even in dollars and cents. For example, there is no longer a building made as in the past. Steel construction has altered everything; so the use of cement and concrete is coming to make new possibilities in building.

Thus one merely trained for a specific line of industry may find his specific knowledge useless by

the time he is a man. So with steam, electrical and gas engines. No one can foresee what changes the future has in store.

Then to take the narrow and the static view in educating industrially is not to be permanently efficient. We must recognize society as a rapidly-changing society. No education is competent that does not turn out pupils able to meet changes. It may seem, at first sight, more practical to take the narrow view, the lines of least resistance. It is easier to stir up an interest in trade schools, in vocational schools, in continuation schools than to attend to a more general reorganization of the school curriculum, but the latter is what is needed. Such a reorganization should aim to make all individuals more capable to take care of themselves because of general equipment.

It is possible to prevent waste in the beginning of education, although it seems the most difficult principle to work upon.

We know that large numbers of children leave our schools between twelve and fourteen years of age. The fundamental problem is pre-vocation before twelve.

It has already been proved that boys and girls do not leave school wholly because of necessity to earn a living. Many urge their parents to let them work. It has also been proved that this early work of children is not profitable. They get into "blind alleys," and there is no way out to better pay as they grow older.

A most tragic story was recently related in a popular magazine. A factory inspector asked a large number of boys whether they would like to go back to school. They were working in factories that were not very good types, and hours were much longer than school hours, and yet the majority were better satisfied with factory than they had been in the school!

Changes must come in our schools. To sum up the whole question, we must decide whether we are going to use industry for education or let industry use education for its own purposes.

We have an educational inheritance adapted to the leisure classes. We have patched it up, but never seriously transformed it.

At the close of this lecture several questions were asked Dr. Dewey. One of the questions led Dr. D. to explain that children were required to skim over too much ground. Close, intensive study of one point is rare. Children do not need to memorize so much information, but they do need to learn how to get knowledge when they need it. We all need to get rid of the conception that we go to school to get information. We go to acquire certain habits, as physical control, management of materials, how to gather information when we need it to help us go on.

We must avoid too early specialization. We need pre-vocational training if it is not made too technical. Several cities are now doing good work along such lines. Dr. Dewey seemed to think almost any experiment would have to be pretty poor, not to improve upon many present courses in the seventh and eighth school years!

## NEW PLAN OF RURAL SCHOOL SUPERVISION FOR OHIO.

For the benefit of school officers outside of Ohio, the following brief summary of the constructive suggestions for rural school supervision made by the Ohio State School Survey Commission is given. State Superintendent Miller calls attention to the fact that the rural communities will have absolute charge of the supervision of their own schools and the home rule principle for the rural and village districts has been maintained entirely intact.

1. A county board of education elected at large on a non-partisan ballot by all the voters of the county outside of cities, which already have full time supervision. This will not disturb the local boards of education in any sense, but will leave them in full control of their own schools.

2. A county superintendent of schools elected by the county board of education entirely without outside dictation. This county superintendent shall be a professional man and may be selected from any part of the state. The state shall pay half the salary of the county superintendent up to a maximum payment by the state of \$1,000.

3. Division of the county into supervision districts by the county board of education, these supervision districts to be made up of rural and village school districts according to the number of teachers employed. The minimum number of teachers per district superintendent shall be 20 and the maximum 80.

4. The election of the district superintendent—
- By the board of education in case there be but one school district in the supervision district.
  - By a joint meeting of the boards of education in districts where there are either two or three school districts in the supervision district.
  - By the presidents of the various boards of education in all supervision districts which contain more than three school districts.

5. The nomination but not appointment of the district superintendent by the county superintendent, the boards or presidents of boards, as the case may be, having the power to elect over this nomination on a three-fourths vote as in the city.

6. That local boards of education remain exactly as at present with the right to elect the teacher on the nomination of the district superintendent and with the right to elect over his nomination by a three-fourth vote, as is the case in the cities.

7. The protection of all efficient supervisors now in the service by a provision in the law that three years' successful experience in supervision places a man automatically on the eligible list.

8. The payment of half the salary of each district superintendent by the county up to a maximum payment by the county of \$750.

9. The requirement of professional training of superintendents not now in service by a provision which will enable young men to enter the profession if they have had three years' successful teaching experience, and if they are willing to take a one-year graduate or senior course in the principles of school administration and supervision—such course to be taken in some reputable professional school.

## ETHICAL LESSONS FROM FROEBEL'S MOTHER PLAY

(Translation by BERTHA JOHNSTON)

### THE LITTLE FISH

How quick is caught the child's rapt gaze,  
Where active life its charm displays,  
Where bright and pure its atmosphere  
His heart's joy bubbles sweet and clear.  
The mother will in him these feelings e'er treasure,  
That the fresh, bright and pure may e'er give him pleas-  
ure.

### RHYME FOR THE CHILD

Merrily swimming, now high and now low,  
Swift through the brooklet the little fish go.  
So quickly they dart, now crooked, now straight,  
Wherever they're bound for they'll never be late.

### FROEBEL'S COMMENTARY

The child sits either on the mother's lap, her left arm gently embracing him, or he sits before her on the table; the mother's hands, in horizontal position, slightly parallel, are turned outward, away from her, the fingers moving independently of each other, now extended, now bent, in a movement in imitation of swimming. Thus, as to externals, the little play is before us.

Birds and fish, fish and birds—these it is that alike ever rejoice the heart of the child. Why? They appear to move independently, at least in unhindered freedom, each in its native element, and this has for the child unutterable worth and charm. Serenity and freedom, purity and unhindered self-activity, these are the fundamentals of that vital air in which the child feels happy; in which he grows vigorously, and joyously unfolds. And yet nothing pleases the child more than to seize the bird, and to catch the fish; is there not a contradiction here? No, mother, it seems not so to me; in the bird, it is its joyous flight which your child desires, and in the fish it is its happy swimming, thinking thus to appropriate to himself their free and happy self-activity, their self-determination in the pure and bright element. Behold, mother! it is this which causes your child so much delight in the seizure, the capture of the bird and the fish. But the seizure, the capture of the external is of no avail, however often it is accomplished. Freedom must be won from within, from within alone, will that purity and serenity be won, to move within which, gives the child so much pleasure. If you seek, mother, to bring this to your child, though at first it be but in its faintest fore-shadows you lay the foundations therewith forever, of the inward tranquility of your children, as of their true enjoyment of life. For this purpose, take advantage of your child's early delight in the pure, the clean, in happy activity and joyous motion.

"Brother, catch for me one of the little fish that swims so merrily in the brook, now here, now there, now crooked, now straight, and which is so fascinating in all its movements. Ah, if I could only swim as it does, circle and turn, creep and crouch, dart forward, then so quickly escape, and so easily hide myself! How I would tease you, little brother! Brother, do catch me a little fish." "There, little sister, is one for

you, but hold it fast so that it does not slip away." "But, brother, it doesn't move itself any more, it stays stretched out straight, and yet it lives still, for it gasps yet. I will lay it on the grass, surely it will move itself gaily again there; but there, too, it lies stretched out. Where did it get its merry motion?" "Do you not know then, sister?"

In his own pure element  
Swims the little fish, content,  
He is happy only here—  
In the water pure and clear.

Here he's all activity  
Gliding, darting, turning free,  
Crooked, straight—a pretty sight,  
Using all God's gifts aright.

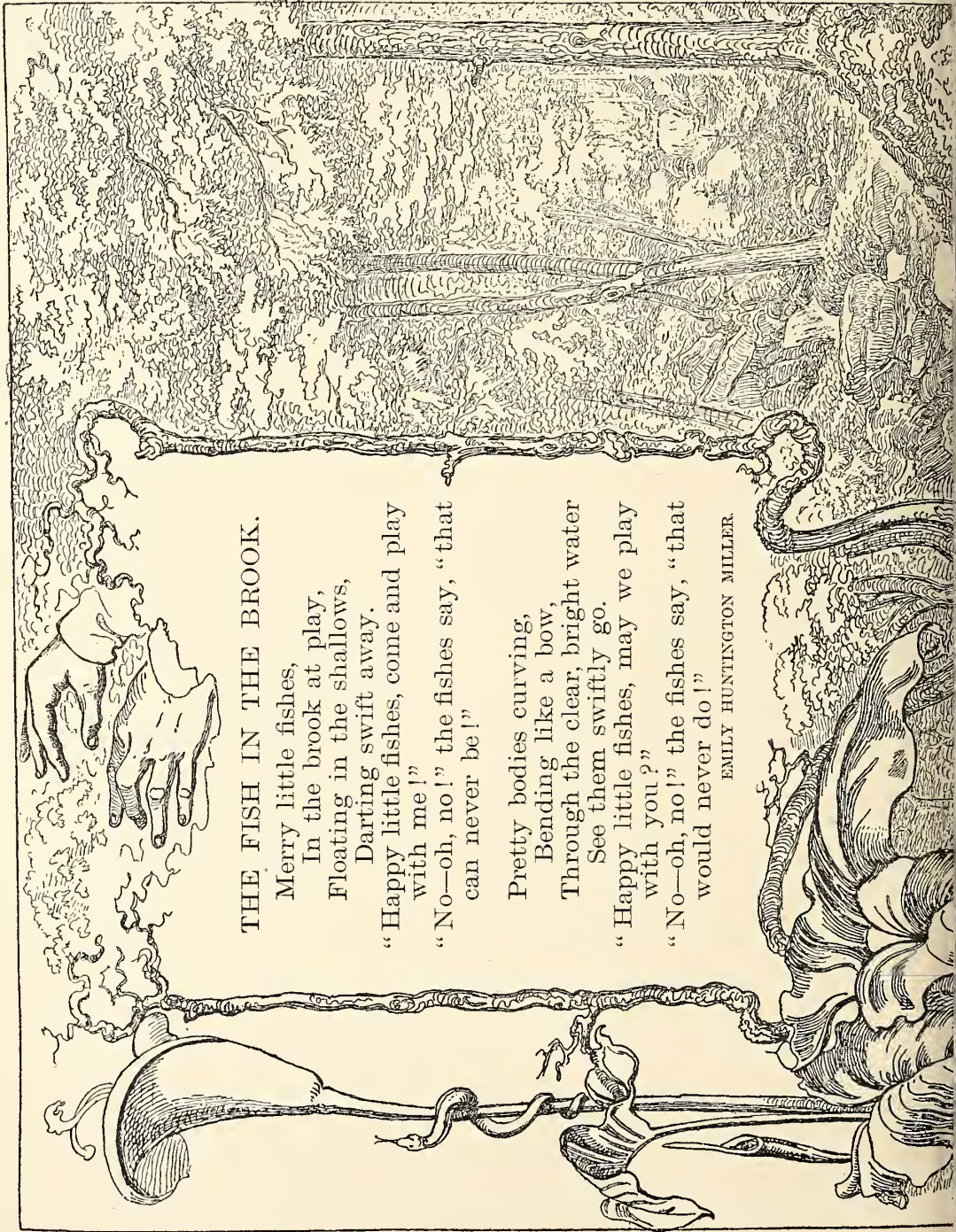
Crooked and straight! how important is the distinction, mother, throughout the entire life of the child so dear to you: "That man is straight," "a straight bargain," "a straight character," "he walks a straight path," "his judgment is straight," "his word is straight;" who is not benefitted, even though it be but a child, by these words? But, "his ways are crooked," "don't use crooked means," "I do not like anything crooked;" whose serenity does this not cloud? Important, then, is it for your child, that he early learn to distinguish straight from crooked. This seems, too, to have floated before the mind of the artist when he sketched his drawings—straight and crooked swim the fishes, straight and crooked flows the water, straight and crooked grows the tree, and up the straight slender calla the snake winds himself uneasily. If you have then early made the child sensible of the distinction between straight and crooked, between the uncomfatableness aroused by the sense of something crooked and the happiness by the sense of the straight, in life and conduct, in thought and speech, then rectitude and all that goes with it will be expressed in his dealings, and in freedom and happiness, freely and joyously, by the right use in the right place of his versatile, unfolding powers like the little fish in the brook he will exercise his productive and creative powers happily.

### SUPPLEMENTARY REMARKS

We have selected this particular Mother Play for our May topic because the winter begins to break up, the rains to fall, the ponds become alive with the young of frog and toad and lizard and other forms of water creatures and in school and kindergarten water, its various manifestations and uses, and the life that it maintains, is likely to be the point of departure for study and observation.

The picture referred to by Froebel in his commentary shows a winding, narrow, rushing brooklet, with low waterfall, at whose foot is a pool in which stands a boy bending over to catch the fish for which the little sister pleads. She kneels upon the mossy bank, her hand raised in dismay and surprise, for before her a little fish lies, stretched out straight and inactive; dead! In the pool we see a few fish in lines straight and curved. Several trees stand with straight, erect, smooth trunks contrasting with one in the foreground

(Continued on page 260)



THE FISH IN THE BROOK.

Merry little fishes,  
In the brook at play,  
Floating in the shallows,  
Darting swift away.  
"Happy little fishes, come and play  
with me!"  
"No—oh, no!" the fishes say, "that  
can never be!"

Pretty bodies curving,  
Bending like a bow,  
Through the clear, bright water  
See them swiftly go.  
"Happy little fishes, may we play  
with you?"  
"No—oh, no!" the fishes say, "that  
would never do!"

EMILY HUNTINGTON MILLER.





**"THE FISH IN THE BROOK"  
MOTHER PLAY PICTURE**

**Kindergarten-Primary Magazine, May, 1914**

NOTE—This picture can be detached and placed on the wall or used otherwise in the kindergarten

### Ethical Lessons from Froebel's Mother Play

(Continued from page 257)

that bends and crooks in many curving lines. A tall, slender calla frames in the left side, with a tiny snake winding around its straight stem. The landscape in the background, with the brook and trees is exceedingly poetic and charming. A drawing at the top of the picture indicates the position of the fingers in the little play.

It is noteworthy and interesting, how, from the slightest hint from Mother Nature, Froebel will evolve a Normal lesson of the highest significance for the school of mothers. Even though the inner meaning which he attributes to a given phase of life, may seem to some far-fetched, nevertheless the truth which he arrives at and states, is undeniable and if laid to heart by the wise mother cannot fail to help her child to more truly know himself and all life. Only she must be indeed wise to know **when** and **how** to present the subtle suggestion which will so enrich the child's future.

#### PHYSICAL AND MENTAL NURTURE

For the older children, as for the younger children it is desirable not to lay too much stress upon the strictly scientific aspect of fish life but to endeavor to feed the child's sense of the wonder, the beauty, the subtlety of life, to nurture in him a delight in seeing and feeling the joy of the bird, the fish, in life and activity, but without insisting on holding in his hands that which withers at a touch. Talk with him about the beauties of color, the gold and silvery sheen of the darting fish in the Park basins, the glories of the speckled trout, the red of the salmon and the red snapper, the rainbow tints seen in the aquariums. Observe the fish in action; how they rise and sink, the flexibility of the delicate bodies, the moving fins that serve as balance, the tail that forms the rudder; the beautiful way in which the scales overlap like tiles upon a roof. How wonderfully the fish is adapted for life in its native element, water! Can it live in water that is not clean and pure? What happens if withdrawn from the water? Are there creatures that can live both in water and on land? What about man? What about his native element? Does he require a pure, clean environment? Speak of recent discoveries concerning tuberculosis and its cure by living and sleeping in open air. Can we work well in rooms whose air has been breathed again and again without ventilation? No, man too grows weak and dull and finally loses all power of action if deprived of air which cleans and refreshes his blood. As the fish needs pure, clean water so he needs pure, clean air and clean water also. Speak of the beautiful interaction between plant and animal life such that if a goldfish tank be supplied with the proper amount of growing plant life the vegetable growth assimilates what the animals throw off, and *vice versa*, maintaining a perfect balance so that it is not necessary to renew the water for many months—but this holds good only when the balance is quite perfect.

How do the fish swim? What swift, curving, darting movements! straight, crooked, crooked, straight, as Froebel indicates! Is there a child who does not envy

them the power of quick, gliding, free motion? Man too, can learn to swim, and it is well for all boys and girls to learn this useful accomplishment. Tell of the United States navy which recently became aware that a large proportion of its men did not know how to swim and the government therefore planned to give them training in this important art while the vessels were in Cuban waters. This would be an excellent time for the teacher to give some simple instructions in the principles of correct swimming and let the children practice the movements in a general way in class, giving lessons, also in first aid to the drowning. Even those who are themselves good swimmers do not always know how to rescue and hold a drowning person or how to restore them when safely brought ashore. A few such lessons might very well replace for a time the regular gymnastics in the schoolroom or in the gymnasium. In taking their usual breathing exercises the children could be told that everything which helped expand and strengthen the lungs would be so much in the favor of the child when he came to learn swimming. This would give an added element of interest to those exercises. In observing the swimming and floating of the fish the wide-awake boys will doubtless give information concerning the various sub-marine vessels which are modelled more or less after the forms suggested by water-life. Through use of his brain and hands man can, with the machines he invents, approximate if not actually improve upon the joyous freedom and self-activity of all the lower forms of life.

#### GAMES

A fish game, modified after the caterpillar game may be used with younger children, the children forming in line, one touching another to make the fish, with its flexible body. Let two in the middle raise their arms to form the fins, while others near the front and rear extend theirs to form the side fins and two may form the tail. Let this active fish move and curve and turn about, now in pursuit of another child who represents its prey; now straightening out in rest. Other children may play throw it something to eat. We offer also the following:

#### FINGER AND ARM PLAY

1. Here go some children to play in the brook—
2. Here are the rocks which they climb o'er to look
3. Down in the water where the fish gaily swim.
4. Crooked and straight, so clean and so trim.
5. The basket this is, in which Ned tried to catch them.
6. This is the way in which Nell tried to snatch them.
7. This shows just how the fish scurried away,  
Liking rather with fish than with children to play.

NOTE—1. Five fingers of right hand move in imitation of walking.

2. Left hand held vertical; fingers forming ledge of rocks up which fingers of right hand climb.
3. Fingers of both hands join to form pool.
4. Fingers curve and stretch to imitate fish.
5. Fingers interlace to form basket.
6. Arm and hand movement imitating effort to snatch fish.
7. Fingers of one hand pushed between fingers of other, as of fish just escaping capture.

#### NURTURE OF THE SOUL

The thought that from **within** only can true freedom be won may be at first difficult for the children to

grasp. They may be led to perceive something of its purport by reference to the desire of many to own an automobile, a yacht, to be rich, because then, they think they can be free—free to roam the world, free to do as they please. But are they really free? No, rarely so except as in the case of a Ruskin or men of similar spirit who have achieved the inner freedom. Without this those who possess all that apparently makes life desirable are the slaves of convention, of false ambitions, of Mrs. Grundy's point of view. They may grasp material wealth, but miss entirely the capacity to appreciate, to enjoy those things which give real pleasure and ever increasing delight. The automobile may soon become a tiresome toy; the man who can speed in it over the country roads all too often has no power to enjoy the beauty of glen and woodland, of bird and blossom, of rock and cloud and blue of sky. If, however, he is able to perceive and enjoy the wealth of nature, or the rich opportunities offered by the galleries, the libraries, the parks of the city then his possession of the yacht or touring car enriches his life to the degree that he is able to cover space intelligently and with the spirit of the freeman. Alexander wept because there were no more worlds to conquer; had he conquered the world that lay inside his own bosom he would have found the key to joys that have no limit because the spirit of man, the possibilities of man are illimitable.

The statement of Froebel that it is the flight of the bird, the activity of the fish, that is, the life, the spirit, which charms the child and for which he longs, is tallied in an interesting paragraph in that story of perennial interest, "Jane Eyre." In his moment of intense passion and temptation Rochester has seized the frail indomitable little governess in his desire to win her to his will. She feels the importance of the moment and that in her will, her decision, expressed through the eye, alone rests his safety and her own. Almost shaking her in his stormy grasp he realizes his impotency, and after a few almost savage sentences says "Conqueror I might be of this house, but the inmate would escape to heaven before I could call myself possessor of its frail dwelling-place. And it is you, spirit—with will and energy, and virtue and purity—that I want; not alone your brittle frame."

Does not the above match exactly with the thought of Froebel, the great observer of childhood? Does it not show how truly one is all life and that the same law runs through and holds together the experiences of child and adult, young and old?

Froebel points out that it is only when in its proper environment that the fish, the bird is truly natural and happy and at its best. Here again we find how profound is his thought. Having once achieved inner freedom, man, so universal are his qualities, can control and make his own spiritual environment. The cultured man, the true lover of human-kind, can find himself at home in any country—the real missionary, the man of spiritual insight can adapt himself to life in any region and find friends and lovers. Though foes may bend his body and enclose him with iron bars, the man of principle and truth yet sings as does Lovelace

"Strong walls do not a prison make  
Nor iron bars a cage  
Minds innocent and quiet take  
That for a hermitage,"

But the child or man who satisfies himself with grasping the external, who indulges in the luxuries of the moment, and loses himself in the enjoyment of the senses cannot attain to that self-mastery and peace of mind as described by Wotton

"Lord of himself, though not of lands,  
And, having nothing, yet hath all."

A pedagogic lesson of some value we may draw from this thought that normal, happy, useful life depends upon the right environment. We each one emanate an atmosphere which affects those whom we meet. Some radiate sunshine wherever they go, some disseminate gloom, and yet such is the peculiar quality of personality that he who affects some persons in a happy way may prove distinctly uncongenial to others and completely "shut them up" as we say. This is well brought out in Charlotte Bronte's great story above referred to, "Jane Eyre," in the character of St. John, in whose presence Jane loses all sense of freedom, and feels herself to be constrained, unnatural and never at her best. Teachers should bear this psychological fact in mind and study to put themselves in such relation to their pupils as to bring out the best in each one, to help him to feel quite free and natural when with the teacher. In one city experiment was tried of sending boys who seemed incorrigible in one school and with one set of teachers, to another school, in which the child entered, free to make a completely new record. When placed with a teacher who was congenial and understood the child, a change in his character was at once apparent. While our schools are so crowded as they are at present as to make it impossible for the teacher to give the individual attention to each child that she would wish to, the question of congeniality between teacher and pupil is a most important one.

That the child should early be impressed with the distinction between the straight and the crooked in the moral life is most important as Froebel indicates and it is of interest to see that the figurative phases are practically the same in both German and in the English. Yet in Nature how rarely do we find the straight line, and the curved line is the line of beauty. Why does the stream wind and curve so? Because it seeks the easiest way to the river and it inevitably runs down hill. The man who seeks the easiest way rather than the legitimate way to accomplish his ends is very likely to run down hill also, for man is the first creature to stand fully upright, his glance is up and out and only when he is truly upright morally, physically, mentally, can he truly develop into the noble, all-round being which he longs to be in his best moments. All men must needs use expedients to attain their ends but the just and moral man stands firm for the right when tempted to use crooked means. Two men, in a political crisis are seeking to gain the same end. One wants to hasten the matter by buying votes the other studies to convince the voters by appeals to reason, justice, honor, truth. Which method conduces most to the moral health of the community? Under

which method will the usually unthinking members of the community soonest reach intellectual manhood?

The story is told of Frederick the Great, that one day, walking with a youthful nephew who later was known as the beloved Emperor William, the king pointed out to the boy the magnificent strength and majesty of the forest trees amidst which they walked and then impressed upon the boy how it was their uprightness that made their strength.

Referring back to the play of the Good Knight we recall that Froebel insists that one of the things which helps form the moral character of the child is the attitude of the parent and teacher toward the friend, the visitor, the neighbor, the citizen. If the teacher make much of the more externals, the wealth, the beauty, the mere mental capacity of a person under discussion the child will be led to think those qualities of the utmost importance, but lead him to admire a man for his straight forwardness, and to regard with contempt the mean, the crooked, the underhand, the selfish, the sensual and he will form his own conduct upon the highest models.

What, then are some of the essentials upon which this inner freedom depends. It all depends upon self-mastery. How attain this? By practicing purity, straightforwardness, loving kindness. Does the phrase "afraid to call his soul his own" describe a state of inner freedom? Let the children try to recall persons whom they know or have heard of and whom they think have attained this freedom of the city of God. Are such people pleasant to know?

### Wanted—A Twentieth Century Ideal

GRACE C. STRACHAN

When a few nights ago, Miss Blake telephoned me that she would not be able to attend this meeting and asked me if I would take her place on the program, I told her that I had a few positive thoughts on the subject that might not fit in with what she had intended to say, but that I could not speak along any other line even to please her. A few minutes' conversation, however, convinced me that we agreed in the main. Miss Blake had prepared nothing in writing, and I came intending to stand and say in an informal way, the few things that form my strongest opinions on this subject at this time, but greatly to my regret, my coughing and my hoarseness make it impracticable for me to do this, and I have been compelled to put them into this more formal presentation. My unpreparedness added to my inexperience in discussing this subject before a mixed audience and—I confess—my reluctance so to do, will, I feel sure, make my effort an unsatisfactory one. For all of which, I crave your forbearance.

My first strong conviction is, that no superintendent or board of superintendents or board of education has any right to add talks or lessons or lectures on the more intimate phases of sex hygiene to the curriculum of any public school without the approval of the taxpayers supporting such school.

My second strong conviction is that no lecture should be delivered to pupils which if written or printed and sent through the mails to the parents of those pupils would cause the arrest of the sender.

My reasons for these convictions are: (1) Pupils are forced by law to attend these schools; (2) the schools are erected and maintained, and the teachers and superintendents paid, by the taxpayers.

Another strong conviction of mine is that the dangers and the evils resulting from class or group teaching of this subject are greater than those results from no teaching.

The following information came to me from a teacher in a mixed High School in one of our smaller cities. The pupils of this school were residents of a most attractive community. Lecturers were engaged to explain to these boys and girls ranging from thirteen to twenty years of age, all the mysteries of human rela-

tions as affecting human life. As I understand it, a man was engaged for the boys and a woman for the girls. Here were girls and boys drawn from thoughts and talks on their games, the latest cut in gowns, the week's motion picture, how to make fudge, the base ball score, the latest knot in the geometry lesson, the prettiest girl, the best athlete, to study pictures of and listen to dissertations on organs of their body they never thought of—far less named and discussed. What was the result? Curiosity was aroused—morbid and acute. Their minds began to dwell on things hitherto unthought of or banished from their thoughts, their conversation began to include subjects that before they would never have dreamed of including. Curiosity led to experiment. Two of the girls—both white—had babies without having husbands. One of the babies was black, its father supposedly the assistant janitor of the school. The teacher through whom this information came to me, was convinced that the lectures on sex hygiene were the direct cause of these experiments.

Now I do not claim that ignorance is synonymous with innocence, but I do deny that knowledge is purity. Some of the most vicious among both sexes know all that there is to be known both as to human relations and the physical dangers often resulting therefrom, yet they use their knowledge not to the end of living pure lives themselves or leading others to live purer lives; but simply to save themselves from certain undesired results of impure living. And some of the purest lives are lived by those who know nothing either of such relations nor of the mental and physical decay resulting therefrom, knowing only that certain things are wrong and having sufficient will and sufficient loyalty to an ideal to do the right and avoid the wrong.

And here let me say that such will to do right is our hope rather than the fear of contracting the loathsome diseases, the whole history and nature of which some would have us spread before our children. Miss Blake referring to this pointed out that seven murders occurred among the spectators of the last public hanging on Holborn Hill.

What then shall be our "Twentieth Century Ideal" and how shall we attain it?

Our ideal should be a young man and a young woman equally pure in body, mind, and soul—each preserving and revering the body as the temple of the future race, determined that no fault of his or hers shall mar or lessen the usefulness of the body, mind or soul of the child who may be born of him or her.

How attain this ideal?

In babyhood and childhood, parents, teachers and preachers should teach purity and modesty of thought, word and act without sounding the depths of all it may mean. Parents should encourage their children to give them their fullest confidence. When troubled or doubtful in special cases, they should consult a physician. Teachers should watch zealously and when any child's actions or appearance seems to demand special consideration, should consult with the principal and the parents. Where it is evident that the parent cannot be depended on for the assistance needed, the physician—home or school—or the school nurse—may be called on. But this instruction and this advice should always be given "one by one." For Mary Brown may have a very bad, depraved mind, and be guilty of very bad practices, but she will be very careful not to tell all the girls and boys in her school how bad she is. She may be watching and waiting to select one here and there to drag into her net, but let her sit in a room with 30, 50, 200, 300 others and listen with them to a talk on these hidden subjects, and the barriers are at once washed away, the guardians of reserve and modesty are routed, and she feels free to discuss and to instruct in her own dangerous way. I believe there is no greater danger threatening the modesty and the sanctity of the home than the man or the woman who advocates teaching all the intimate facts of human relations to little children and young boys and girls "just as they would teach arithmetic."

## STORIES AND SUGGESTIONS FOR STORY TELLING

### LERUM.

At the edge of the wood lay the beautiful castle and the village with its pretty church. The castle and the church could both be seen from the little house in the wood, if one stood directly in the middle of the road that led past the little house and which led straight to the village; only the "pire" of the church (as Gertrude called the spire) could be seen. The village was called Lerum, and was very pretty. Every one of the peasants' houses had a little garden before the door, in which grew salad greens and sunflowers.

A merchant lived in Lerum, before whose door was a red sign, on which pictures of coffee and tobacco and sugar were painted. This picture Herman and Gertrude gazed at with great delight, when they went to the village. There was also a mill and a bakery in Lerum. The baker bought wheat from the peasants and had it ground in the mill to make bread and rolls, and for Sundays, "Zwieback" and sugar cakes, for on Sunday afternoons there came many guests from the city to Lerum, to look at the beautiful castle gardens and refresh themselves by walking in the woods. In the city they saw only walls and windows—everything of stone and brick; instead of the trees, stones; instead of beds of green moss—stones again! and how warm it is there in the summer, in the sunshine! Instead of going about under trees, the people must put on a hat and hold a sun-umbrella over their head. One could well understand that they should desire on their free Sunday afternoons to seek shadow.

But the castle and the castle gardens were also well worth seeing. The castle was very large and had not merely straight walls and windows, like other houses, but here and there, extra additions and enlargement, balconies and large towers and small towers with "pires," as Gertrude said; the windows were large and fine; many of them were beautifully painted, but this one only saw from the inside of the castle. The rooms were magnificent; golden framed mirrors and pictures adorned the walls, golden chandeliers hung suspended from the ceilings, sofas and chairs were there as soft as the moss in the wood. In the cabinets were royal porcelain and handsomely bound volumes of books; in short, everything shone and glanced dazzlingly.

And the gardens! There were flowers, ah! yes, more than in the wood meadows, and much larger than those. The flower-beds looked, from a distance, like brilliant, wide ribbons; and roses bloomed, when it was the right time for them, in such masses and quantities that one could say a forest of roses could be found in Lerum.

There were great conservatories in the gardens,

in which it was never winter-time; there everything blossomed and perfumed the air the whole year through.

Gay parrots rocked to and fro in golden rings, between the growing plants, and talked with the visitors: "Good-day. How do you do?" called the one. "Give me bread; I am hungry," called another. "You rascal, will you leave?" screamed a third. There was much to laugh at; one could joke the whole day with the gay chattering. In the middle of a marble basin a golden ball was tossed up by the waters of a fountain; a turtle lay in the water and rejoiced, perhaps over the merry splashing and the dance of the ball! itself, it could not dance. No one has even seen a turtle dance.

In one corner of a conservatory stood a large cage, in which lived three droll monkeys, which knew how to make the most ridiculous faces. But one must be on his guard with them; if one came too near, they reached through the bars of their cage and boxed his ears. Once, Herman, whose father was showing him the conservatories, stepped near the cage, when one of the monkeys caught hold of his curly hair and pulled it shamefully. Herman screamed; the parrot scolded, "You rascal, will you leave?" but that did not help the matter. Not until the father struck the monkey's fingers with a little stick did he let go.

In the garden were different kinds of animals. In the pond were gold fish which looked brilliant when they played in the sun's rays. In a large bird-cage were pigeons and doves, in their grey silk dresses of feathers, with black velvet neck-ruffs around the neck; while dozens of small birds flew about. How many lived among the perfumed jasmine and lilac bushes no one could count. Nightingales were there, as many as in the woods and groves outside. That was a glorious sight! Yes, everyone must say Lerum was a beautiful place.

### THE SPINNER THAT SPUN AT NIGHT.

MARY E. COTTING

One sunny morning in October a big yellow leaf on a maple tree thought, "I wonder if I shall fall to the earth today. The wind blows, and I feel as if my stem were ready to break off."

Just then a fat caterpillar crawled under the leaf and held tight to the strong mid-rib. He was just heavy enough to loosen the stem, and slowly the leaf drifted down to the ground.

This was what caterpillar had hoped would happen. After a time he crawled from the leaf through the fast drying grass till he came to the house-steps.

By afternoon he had reached the top step from

which he easily drew himself to the side of the house; here he rested under the lower side of a clapboard. This would be a very good spot for him to stay in all winter; but before he could fasten himself in place, along came what seemed to him to be a giant. This giant slipped a card under him, and carried him off to a strange home in a glass jar.

He kept quite still on the card—for that was the best thing for him to do—till dark night came, when he began to work, as he knew he must get ready for a long, long rest.

One end of the card was turned down just far enough to make the same kind of a shelter that the clapboard had made; and here he thought he would have his resting-place. He felt around with his head and first pair of legs as if he wished to be sure that he had chosen the right spot upon the card.

Then he touched it just below his mouth-place, and on each side of this spot and found that he was all ready to begin his spinning. His dull-orange-colored, plump body was nicely held in place by his two rows of legs; his golden neck-band shone, and his queer head that made him look like an alligator moved from side to side as he spun a fairy, silvery thread.

When he had spun enough, he pushed his head beneath the loop, bent backward and forward several times, and stretched the shining cord until it rested just behind his golden neck-band; then it parted and the ends slipped down and caught fast near the second set of pretty, green dots on his sides.

While he stretched the fairy thread his third and fourth pair of legs looked as if they were being covered with something shiny and sticky; and pretty soon he cuddled his head down, his body settled close to the card, and the tail-end was quickly fastened as nicely as his head and feet had been. Next, his body gently trembled, and caterpillar was at last ready for winter.

Day by day his pretty colors grew duller and duller, until he was just the color of a very dry oak-leaf. All the long winter he kept so still that it seemed as if there could not be any life within the dull, tough covering; but when spring brought the sunshine day after day, and everything out of doors was waking up, he shivered now and then.

On the bright, lovely first day of May the greatest shiver of all shook him, and, in a twinkling his coat-case split above his head and neck and out came such a queer, moist, little roll, you could hardly believe that it would soon be a tailed butterfly, that looked as if it were dressed in softest black velvet marked with pale-blue blotches, and with wing borders of dainty white dots and blue and rose crescents.

Such a lovely, dear butterfly as this papilio asterias was! Never was a more perfect gem hidden away in a dull-covered case than this quivering, fluttering one whose birthday was on May-day.

## DOMESTIC TRAGEDIES.

The following appeared in the Chicago Record-Herald of March 12:

Most of the children in the new Emerson Day Nursery, which was opened the latter part of January, at Ohio and Wood streets, have been deserted by their fathers. The nursery, which is an outgrowth of the needs of the Emerson House Settlement on the next corner, is in the first flat of a brick building in the middle of the block, and takes care of an average of 15 children a day. Some of them go to the kindergarten at the settlement, a few go to school, but many of them are too little for either. Their mothers work or are looking for work. Their fathers have deserted them.

When the doors opened on January 26, Mrs. Graneck brought her six-months-old baby and left it during the day. It was the first child in the nursery and the only one that day. Since then it has been a casual visitor, coming when its busy foster mother, who alone knows its parentage, finds her tasks and duties more than she can reconcile with the care of a little baby.

### Mother Forced to Work.

"That little tot there, the nervous, unhappy little girl—her father drinks up everything and the mother has to work," said Mrs. Wooley, the matron in charge. "They would get along all right if he didn't drink."

"The problem of the day nursery," said Mrs. Rhoda Leach, the head resident, "is illustrated by two little children who used to come to us. They were brother and sister, Frances, 4, and Eddie, 3. Their father and mother both drank. For months they paid nothing for the children. They are supposed to pay 15 cents a day for the two.

"One day I found the father fairly sober and talked to him. I tried to make him see that he and his wife spent more for drink than 15 cents a day and that they ought to take care of their children.

### Know "Cheaper Place."

He said he knew where he could get them taken care for two cents a day. Frances and Eddie never have been back since. Certainly these children need desperately the care we can give them. But when we give it we seem to encourage the parents to shift the responsibility of caring for their children."

The New York Press of March 18 illustrates an out-door kindergarten conducted at New Rochelle by Mrs. Ada C. Beckwith, in a bungalow, having one side of the building entirely open. During the entire winter past but six sessions have been held indoors, and Mrs. Beckwith reports that the children show much improvement in health, and troubles from colds were almost entirely eliminated. Of course the children are warmly dressed with hoods and mittens. They greatly enjoy the experience.

# NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

By Laura Rountree Smith

## BLITHE BUTTERFLY.

MINNIE LEONA UPTON

Blithe butterfly, blithe butterfly,  
O'er many a flower veering,  
Then mounting up the sunny sky,  
And almost disappearing;  
What thoughts are in your merry mind,  
As buoyantly you leave behind  
The flowers that so sweet you find,  
And upward mount, unfearing?

Blithe butterfly, blithe butterfly,  
Alone the air exploring,  
Till just a tiny speck I spy  
Against the white clouds soaring;  
I think you trust the Father's care,  
On earth, and in the upper air,  
And so a happy heart you bear,  
Still trusting and adoring.

## MAY-POLE SONG.

(Tune—"Long, Long Ago.")

1.

Dancing around the tall May-pole we go,  
In merry May, in merry May;  
Meeting our partners, we pause and bow low,  
In merry May, merry May;  
Oh, it is fun on the green lawn to play,  
Marching around the tall May-pole today,  
Wind then the ribbons so bright and so gay,  
In merry May, merry May.

2.

Right foot and left foot, we all skip along,  
In merry May, in merry May;  
Skipping so lightly, we sing you this song,  
In merry May, merry May;  
Welcome, dear mother, we're so glad you're here,  
May is the merriest month of the year,  
Oh, in the springtime the skies are so clear,  
In merry May, merry Ma.

## LITTLE HANDS.

I will wave my hand to you, (wave right hand)  
In a friendly greeting,  
I will bow politely, so (bow)  
When a friend I am meeting;  
Two little hands come now, help me, (hand over hand)  
Climb 'way up into the cherry tree.  
This is the left, and this is the right, (raise left and right)

We'll gather blossoms, pink and white, (motion of flower picking)  
Hold out the arms and wave them high, (wave over head)  
As little birds go flitting by, (wave up and down)  
Then on the sea-saw we will go,  
Waving high and waving low, (right arm up, left down; reverse it.)

## MAKING A PIE.

Children dressed in blue dresses, with white caps and white aprons, come forward with bowl and spoon, and go through motions suggested by the verse.)

Here is the way to make a pie,  
You can do it if you try.

Take a bowl, so small and round,  
Stir with any spoon you've found;

Put in flour and water too,  
Several other things may do.

Mix it well and sing a song,  
For this will help the work along.

Roll it out with a rolling-pin,  
Make your pie-crust nice and thin.

Put it in a little pan,  
Trim off the edges, if you can;

Then put in apples, nice and sweet,  
So that the pie'll be good to eat.

Now then we'll tell you what to do,  
Let mother bake the pie for you!  
(All bow low and march off.)

## VERSE PLAYS AND GAMES FOR MAY.

Laura Rountree Smith

### Scale Song.

On the sea-saw we are playing,  
And 'tis time to go a-Maying,  
All the little flowers are growing,  
While the gentle breeze is blowing.

### Rowing.

1.

Who'll go rowing in a boat, (rowing motion)  
Or in a sail-boat will you float? (wave arms.)

2.

I'll go rowing all day long, (rowing motion)  
And we'll sing a rowing song.

(Clasp hands on the chest, extend arms to right and left for rowing motion.

(Song. Tune—"Twinkle, Little Star.")

Rowing, rowing all day long,  
We will sing a rowing song,  
Rowing, rowing o'er the sea,  
Who will come and row with me?

(One child goes up in front of the rest, and recites No. 1. No. 2 goes and stands beside her, and recites No. 2. Then both go through the rowing motion, and sing, then No. 1 runs to her seat and No. 2 starts the play as before. After each child has had a chance to run up and recite the lines, the children may all sing the little song.)

#### Mistress May.

Spring again! Spring again!  
Welcome, Mistress May.  
Spring again! Spring again!  
Apple blossoms sway,  
Robin sings a song to greet her  
All the flowers spring up to meet her,  
All the world seems glad and sweeter,  
Welcome, Mistress May.

#### FUN.

Some children love to wade in a brook,  
And some to read in a fairy book,  
But dolly and I think the most fun of all  
Is to go walking under a parasol.

—S. M. T.

#### SKIP TAG.

(Anna Brownwell Dunaway, Kearney, Neb.)

When teacher says, "Put books away,  
We'll take a little time for play,"  
I sit up straight, for then, you see,  
She'll just as like as not choose me  
To be first skipper in skip tag,  
And then I'll run and touch dear Mag,  
For always when she's it, you see,  
She skips right up and touches me.

#### ST. FRANCIS AND THE BIRDS.

MARY ELIZABETH RODHOUSE

Over the ocean, long ago,  
In the land of Italy,  
Lived a good man named St. Francis,  
Francis of Assissi.  
Neither silver nor gold had he,  
His roof was the sky above,  
But he helped the sick and needy,  
And told them of God's love.  
And all men he called his brothers,  
The birds and the flowers, too,  
And one day he preached to a flock of birds  
A sermon good and true.  
They fluttered and twittered about him,  
And when he was old, 'tis said,

A choir of larks sang to him  
As he lay on his dying bed.  
For the birds and the flowers all loved him,  
They know their friends, you see;  
He was kind to man and bird and beast,  
St. Francis of Assissi.

#### "THE MOTHER BIRD."

NELLIE BENTON BROCK

I watched from my window today  
A mother-bird and her birdlings there.  
She was trying to teach them how to fly  
From their nest to the limbs of an old elm tree.

But the patience that dear little mother showed  
Made me quite ashamed of myself.  
As back and forth she chattered and flew,  
Showing her birdies what to do.

At last they all flew to the old elm tree,  
And then what a time there was.  
The dear little mother-bird sang with glee,  
So proud she was of her babies three.

#### BIRD HOUSES

We can build houses for some kinds of birds. Bright boys can suggest many forms of houses for the birds. They need not be elaborate.

It is best to put them near the top of a smooth post which pussy cannot easily climb. Secluded places are best.

For the wee birds, such as the chickadee and wren, the openings in the houses may be too small for the English sparrow to enter; the size of a silver half-dollar will do. For larger birds the hole should be the size of a two-inch auger.

Make only one opening for each house or each room of the house. Houses with only one room are usually best except for the martins; they prefer to build in colonies. The purple martins are seldom found in New Jersey.

A perch to use as a doorstep should always be placed just below each doorway. Do not paint the houses this spring, as some birds do not like the odor of paint.

A simple bird house may be made of a tomato can, turned on its side, with the cut lid turned down as a doorstep. A chalk box with a roof on it, to keep out rain, a hole in one end for a door makes a good house for small birds. Larger boxes of tin or wood may be used. Some of these may be covered with coarse bark, tacked on to give a rustic effect.

#### MISHAWAKA, IND.

The Mishawaka Kindergarten Association is arranging for a kindergarten May Festival to be held in Battell Park the latter part of May.

#### HOLYOKE, MASS.

The Kindergarten Club gave a musicale, in the Holyoke High School Auditorium on March 31st. The Art Male Quartet of Holyoke and other prominent musical artists took part.



# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

**DEAR RURAL TEACHER.**—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

## THE SCHOOL AND THE CHILD

"What are some of the best things which the teacher may do for the child in helping him to that self-freedom and self-revelation which are the great ends of instruction?"

The teacher will acquire the power of discrimination if he seeks an intimate acquaintance with each pupil, becoming somewhat acquainted with his school life, and the conditions under which he lives out of school, as well as his personal temperament and characteristics.

The more close this analysis, the more inclined he is to treat each individual as standing apart from all the rest, claiming special and separate attention. He will even look for the marks of heredity, and here will find a large field for serious thought.

To treat harshly a child who bears the marks of a low and ignorant, or even criminal ancestry would partake of the Chinese method of putting to death sons and even grandsons for a crime committed by the father.

The greater the misfortune of the child the more heavily he is handicapped by the degradation and sins of the family, the greater is his claim to sympathetic and masterly treatment which will lift him above the conditions which threaten to destroy his life.

It is unjust to assume that the poorly fed, ill-clothed, and ill-treated child can reach a moral and intellectual standard in school equal to that of a child whose parents are kind and cultured, and whose home provides for him the most solicitous care and sends him to school happy.

Every teacher should read the sweet story, "The Corn Lady," which shows what a true teacher can do for her pupils, especially in the rural schools.

Do not make the mistake of retailing to parents the faults of their children, as they are generally too conscious of them already.

Give them a new hope and a fresh stimulus, for children need the united efforts of parents and teachers to keep them advancing toward the true and the good.

Holding to the idea so universally accepted that character is the highest aim in individual training, it becomes true that the forming of good habits is perhaps the most practical, if not the most important end of education.

## ANIMAL STUDY

Generally speaking, children love animals, enjoy being with them, and to hear stories about them. There is no more appropriate season for this study than the spring time. Some animals, such as a rabbit, a young kitten, or a dog may be brought to school and kept for a few days. Take this opportunity to teach kindness to animals.

Make a set of animal cards, either draw them or if

time will not permit, very good pictures may be cut from farm papers and catalogues, and mounted on Bristol board.

Use these for seat work in drawing, also for reading, giving the child the word and asking him to find the picture to represent the same. Then give him the picture and ask him to find the word.

As a lesson in reading have each tell a story about a kitten, a dog, etc., bringing out different things they have observed.

"He prayeth best who loveth best  
All things both great and small,  
For the dear God who loveth us  
He made and loveth all."

## BUSY WORK

A variety of suggestions may be given along the lines of paper folding and cutting. The girls will enjoy making bags, baskets, and boys may make swords, hats, and guns, and all can make boxes and envelopes for seeds.

The spring is the best time in the year to study color and the curve which is the line of beauty. Make free use of the parquetry papers and rings in designing leaf and flower borders, and in combination with sticks simple rug designs, wall paper, tiles, window glass, table spreads, oilcloth, and even simple designs in summer dress materials may be made.

## READING DEVICE

Poor reading often comes from the lack of ability to recognize words quickly. Keep a list of all words used in the reading lessons. Print and write the words upon cards. Show the cards one after another, at first giving them more time, then very quickly. It is a good training to secure attention, and trains the child in the power to observe as well as to better prepare him to read the same words in connection with others from the printed page.

## MEMORIAL DAY

"Of the Blue or the Grey, what matter to-day!  
For each some fond heart weeps;  
So, children dear, make the spot less drear,  
Wherever a soldier sleeps." —*Selected*

FOR TEN SMALL BOYS AND GIRLS  
(Each carrying a large letter and a flag.)

- W—A wise and good man.
- A—Always ready to serve his country.
- S—A soldier who knew no fear.
- H—Honest in words and deeds.
- I—Always industrious.
- N—Nothing too difficult to undertake.
- G—Great because he was good.
- T—The brave, noble Washington.
- O—Obedient in all his work.
- N—Never faltered when duty called,

All "Perhaps the reason little folks  
Are sometimes great when they grow taller,  
Is just because, like Washington,  
They do their best when they are smaller."

WORDS OF WASHINGTON

Seoff at none although they give occasion.  
Speak not when others speak, sit not when others  
stand, walk not when others stop.  
Speak no evil of the absent; it is unjust.  
Haste not to relate news if you know not the truth  
thereof.  
If you deliver anything witty or pleasant, abstain  
from laughing thereat yourself.  
Obey and honor your parents although they may be  
poor.  
Give not advice without being asked; and when de-  
sired, do it briefly.

### WHAT OCCUPATION CAN WE GIVE OUR CHILDREN IN THE HOME?

MRS. HERBERT M. WRIGHT

(Excerpt from Address)

A child is more alive at one time in his life to certain forms of expression than he is at any other time. Certain subjects may be more readily learned if they are presented to him at the proper time. At an early period in his life he needs more training than comes from the study of books, and at this time his education should come through his senses and the use of his finer muscles. The use of tools should become a part of his education, a fact of which few parents realize the importance.

The brain is an organ of movement, not of the mind alone. The power of the child is dependent on the muscular system, as all muscular efforts have effect on the brain, and may be developed by the right kind of manual work. Forty-three one-hundredths of the body by weight is muscle, and it is a mistake to place children in the schoolroom at an early age where they have to sit still when their muscular and mental development is dependent upon exercise.

"In the home both boys and girls should be encouraged to use tools and to construct entire objects well invested and will give large returns. Girls should be taught to sew and cook while very young and should help in making and repairing their clothing. Mothers are not doing the wisest and best thing to bring up their daughters to simply enjoy life and to assume no responsibility. The habit of doing something, making something, is the best habit a boy or girl can cultivate."

"It is very desirable for the mother to play with the children, as it brings her closer to their hearts and they understand each other better for it. It will enable her to control them more easily."

Mrs. Wright is preparing an address to be given before the mothers at the Winslow street school, April 29. Her subject is "The Wonderful Story of Our Physical Bodies," and is based on the best foods for physical development.

### THE APRIL CENTURY AN ART NUMBER.

Increasing numbers of Americans are interested in painting, and the love of art is no longer confined to a few. The present revolution that is going on in the art world bewilders and distresses a great many people who heretofore have got enjoyment from pictures without being shocked and startled.

The Century Magazine is performing a public service in attempting to sum up the present situation in the art world and to explain the whole sensational movement. As it is the editor's opinion that no one person is capable of a thorough and judicious analysis of this kind, he has gathered about him in this project a group of men of eminence, each with an entirely different point of view. The April Century contains articles by these men with more than fifty illustrations, two of which are in full colors.

At the annual meeting of the N. E. A., to be held at St. Paul, July 4-11, the kindergarten department will have as its topics for the first sessions, the re-adjustment of the kindergarten and primary grades to conform to the same general principles; a kindergarten program based on problems rather than on prescribed subject matter. In the second session the general topic will be the new developments in kindergarten practice. The third session will be held jointly with the departments of special education and elementary education. The department of elementary education will have for its general topic the individual child and his individual needs. The first session will be devoted to a discussion of the school life of the child, and the second session to the home life of the child. The third session will be a joint meeting with the kindergarten department and the department of special education, at which will be discussed the possibilities of the kindergarten to reveal the classification and the limitations of the child for doing standardized elementary school work. It is the purpose of this program to make the individual child the central thought of the department. Practical school people, with a real live message will present the school view-point, while the home side will be given by those not directly connected with the schools, but who have the burdens of child welfare on their hearts, and who have had much experience in social and child welfare problems.

### NEW YORK.

It has been decided to organize Public School 51, the Bronx, as a school for boys and girls from the kindergarten to 4 B and for girls from Grade 5 A to Grade 8 B; Public School 52, the Bronx, as a school for boys and girls from the kindergarten to 8 B, inclusive; Public School 25, the Bronx, as a school for boys and girls with grades from kindergarten to 6 B, and Public Schools 50 and 53, the Bronx, as schools for boys and girls with grades from kindergarten to 6 B and kindergarten to 8 B respectively.



# THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergarten—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,  
389 CLINTON ST., BROOKLYN, N. Y.

## *To the Chairman of the Committee of the Whole:*

Every little while something is said about the need of teaching religion in the public schools and yet everyone familiar with the principles upon which our Republic was founded knows that it is impossible as it is unnecessary to teach anything of the nature of sectarianism or dogma. We very much wish that parents and educators could have the opportunity to observe one of the model demonstration lessons of Mr. A. W. Gould who is traveling in America under the auspices of the Moral Education League of Great Britain. He gave one such lesson to a group of children of the Sunday classes of the Brooklyn Society for Ethical Culture, the fifty or more children being seated with their backs to the large number of interested visitors. Afterwards, Mr. Gould addressed a large audience upon the subject of Saving the World's Children. He has given such demonstration lessons all the world over, in Europe, China, India, and in Mohammedan countries and finds the same response among all kinds and classes, to the same appeals to justice, sympathy, obedience, righteousness, and the like. In this particular lesson, by means of a series of well-selected stories he showed the children how the spirit of kindness is found in all classes and conditions of men, from the Empress on the throne of France, the surgeon in the Edinburgh hospital, the French lawyer in the land of Japan, the dockyard striker helping his needy sister to a railway fare, to the utterly penniless patient in the hospital. No child could leave the room without wishing to be one of those who add to the world's happiness by kindness, courage and sympathy. Kindergarten, school and parents' associations should not let slip an opportunity to hear this skilled teacher.

F. G.

In one of our London letters, the editor of this department mentioned observing in one of the County Council Schools, a lesson in reading according to the so-called Dale Method, which may interest those who are unacquainted with it, altho we understand that it is not unknown in The States.

This method requires a large "Tabulating Frame," the left-hand side of which holds suspended all of the consonants arranged in seven vertical columns or "houses," illustrating the progression from the lip to the throat-formation. For example, among those in the first column are p and b; in the second are f, ph,

and v; in three are th; in four, t, d, n, etc.; in five are sh, and its like; in six are c, k, ng, and its relatives; and in seven are found x, nk, etc. The right-hand side has compartments for the vowels. These symbols are arranged in varying height to show the position of the tongue in the mouth. The tables are separated by a shelf for word building. The letters or symbols needed for word-making come in sets, eyeleted, so that they can be hung on hooks in their proper places upon the frame. They come in four colors, the breathed or "sister" sounds being dressed in blue; the vibrating or "brother" sounds being clad in black; while the "important brothers" whose exit is not hindered are in red.

Before beginning the reading lessons, the young children are supposed to have had conversation lessons about flowers, plants and the like, so as to cultivate their discrimination as to the sounds used in speaking, and the way in which they are formed. They are then taught the appearances of the letters representing the various sounds, but the names are not given till later. Little by little they build into the frame words introduced into a story told in connection with certain pictures, in "Steps to Reading." Nature lessons, modeling, brushwork and card-sewing accompany the reading-lessons and so serve to give vitality to the work. A carefully planned series of primers and readers follow.

The lesson we observed was exceedingly interesting; the children seemed to thoroughly enjoy it, and were alive and eager. By its training of ear as well as of eye it ensures clear articulation and accurate hearing so that some of the mistakes in bad rhyme, to which attention was called in these columns in our April issue, are much less likely to occur. Such ear-training does not, however, depend upon the use of a tabulating frame like that described above. The Dale system, however, certainly makes a strong appeal, as a means of satisfying the love of color, action and earnest work inherent in all children, and it does what it can to put some degree of logicity into our antiquated, illogical system of spelling. At least it gives the child powers of word-analysis and of independence in learning new words. At least such it appears to us after observing this class in the Council School and a beginning class in a private school. Will any teachers who have tried this method in American schools give us their judgment upon the matter.

The books used are arranged by Nellie Dale and illustrated by Walter Crane. Published by George Philip and Son, London, England.

Apropos of the above paragraphs, we heard an address at the meeting of the Froebel Society, held at the University of London, January 8, on the place of Reading and Writing in Kindergarten and Infant Schools, and were surprised to learn that English teachers are still discussing and still practicing the teaching of reading to children as young as three years old. At this meeting, however, there were many pleas for the relegation of formal teaching of reading to six years of age or later. The chairman was James Kerr, M. A., M. D., D. P. H. (Medical Research Officer of the London County Council) who had many sensible remarks to make. Many things said at this meeting made one visitor realize that conditions there were in many respects much as at home. As one speaker said, Speech is the one thing in England that is neglected. There is no examination required in accurate and fluent expression, and yet the sounds and words heard are more important than written ones. Articulation is very bad in the lower-half work of infant's school. Of how many or how few of our own schools is this true?

Reports from a Sheffield Educational Commission indicated that the people of that city were awake to educational progress. Among other things, parents and teachers were it was said, responsible for myopia on the part of the children.

How many American teachers would agree that fretfulness, truancy and destructiveness were symptoms of over-pressure?

Among those who took part in the discussion this evening, was Dr. Jessie White, D. Sc. who had recently visited and carefully observed some thirteen of the Montessori Schools in Italy. She has compiled her observations of, and discriminating comparisons of one of these with another, in an attractive little volume called "Montessori Schools, as seen in the Early Summer of 1913." As Dr. White was at one time vice-principal of the Home and Colonial Kindergarten Training College, and author of "Educational Ideas of Froebel," she speaks with excellent authority. A review of her book will be given later.

On another day, the Teachers Guild of Great Britain and Ireland discussed Rural Education, and again the listener realized how the same problems confront educators on both sides the Atlantic. One of the speakers was W. Aldridge, Esq., Headmaster of the Shepton Mallet Grammar School, who seems to have had great success in adapting his curriculum to the needs of a country community. There is the same wail there about school funds as here, and the question is raised whether "some of the millions spent in administration could not be better spent on the schools and their equipment, the scholars and the teaching staff."

He complains that the rural and town schools are all cast in the same mold founded on the needs of the town scholars, and that the elementary schools are abandoning their own special work and are trying to make a vain copy of the secondary schools

We are reminded of K. C. B.'s song in Pinafore,

when Mr. Aldridge queries "when a practical teacher who has the needs and the difficulties of schools at his finger ends climbs by sheer merit into the sacred precincts of the Ministry, why should he be set over the Admiralty? Why are not his services used for the benefit of education?"

All of the subjects taught in this school, the usual English branches, French, drawing, manual instruction, book-keeping, drill, science and music are so carried out as to prove that a secondary rural school can be of immense service to agriculture without in any way sacrificing its character as a place of general culture." It is of interest to hear that no attempt is made to teach technical skill in agricultural processes except in the case of "thatching" which is rapidly becoming a lost art, therefore one day a year is spent in teaching some of the bigger boys the correct way of thatching a rick. In the carpentry and joinery classes they are taught how to adapt the principles learned, to the making of gates, doors, cribs, sheds and other farm necessities.

The speaker felt that the great object of the rural elementary school was "the training of the intelligence, and that in this the teacher should be allowed the greatest freedom. Through lessons in English, history, geography, nature study and so on he should endeavor to cultivate the pupil's power of observation, of reasoning, inference and expression. Here the environment of the school and of the scholars is of the greatest assistance—and incidentally I should remark that the environment costs nothing. The subjects chosen for the cultivation of the intelligence matter little, but the skill, the enthusiasm, and the knowledge of the teacher count for much. Hence every teacher should follow his own bent, irrespective of the fashionable fad of the moment or of the supposed whims of the Inspector for his district. What is highly successful in the hands of one, may prove the deadliest failures in those of another. But nothing can fail which is backed up by enthusiasm rightly directed." Would that our own school boards would heed this admonition.

The entire paper has many other valuable paragraphs but we must close with a few golden words worthy the attention of all teachers: "The teacher of such a school (rural elementary) should constantly keep in mind the fact, that the great majority of his pupils will have finished their school education before reaching the age of fourteen years, and should so arrange that by that time he has laid a secure foundation and given an impetus which shall lead his pupil to self-education in the years to follow, or in the desire to take the fullest advantage of any means for further education which may happen to fall within his reach.

We respectfully suggest to our Boards of Education that they devise some means of examining both teachers and pupils, such that it can be determined whether or not the pupils have been thus inspired with a desire for further study and have been trained in the proper way to study and to make what they study their own.

One of the editor's most pleasant memories is that of a lunch taken at the University of London tea-room

with Miss A. G. Knighton, Headmistress of the Council School of Birmingham and who had visited America in 1907, with the Moseley Commission. Miss Knighton was attending the Conference of Educational Associations, and she introduced us to Dr. White, author of the book on the Montessori system above noted.

During these Conferences a very fine Publishers' Exhibition was held in the large East Gallery. Some 34 publishers were represented. Among these we note the Simplified Spelling Society. Also several American firms. The American Lead Pencil Company exhibited examples of their excellent Venus pencils, 17 grades of drawing and others of cheaper grade, besides those in colored lead, blue, green, red and yellow. Also a so-called American compass, of a new kind, and "Milo" rubber bands guaranteed for five years.

Ginn and Co. and Heath, also, were represented, and Underwood and Underwood exhibited their school room stereoscopes with the accompanying stereoscopic cards, for teaching geometry, geography, and the allied subjects. It was very agreeable to recognize the home firms amongst the numerous English exhibitors.

Of special interest to kindergartners were the exhibits of Harbutt's plasticine, with hints on modelling; and those of Charles & Dible and of George Philip & Son, both publishers of kindergarten material. Charles & Dible sell a clever device for holding flowers and other objects in natural position on the desk, when a child is drawing it.

The Metropolitan Life Insurance Company publishes a small, well-illustrated pamphlet entitled "Teeth, Tonsils, and Adenoids." Kindergartners will find this a valuable reference book for Mothers' Meetings. It is written by George W. Goler, M. D., Health Officer of Rochester, N. Y., and explains clearly the growth of the teeth from infancy; describes the appearance and needs of the healthy tooth, and what happens if they are not well cared for, and gives directions for their proper care. Among other things we note that tooth-powder is not regarded as necessary; "water made salty to the taste is good enough." A simple recipe however is given, for making your own tooth powder if desired. The pages describing the serious consequences due to enlarged tonsils and adenoids will help the teacher to enlighten the parent upon the need of constant watchfulness as to the child's physical well-being. It is of interest to note how solicitous the life-insurance companies are becoming in their efforts to prolong the lives of their policy-holders by instructing them in the laws of health.

The New York Globe states that there is a scarcity of school teachers in New York city. The Board of Education have not available a sufficient number of satisfactorily qualified teachers to fill the positions. This is especially true of the kindergarten. The list was exhausted with the November appointments, and those who headed the new list were appointed without delay. It is asserted that the Anti-Merging Law has not been harmful in effect, but has resulted in raising the standard for teachers.

## KINDERGARTEN MEETINGS

### The N. E. A. at St. Paul

D. W. Springer of Ann Arbor, Mich., Secretary of the National Education Association, visited St. Paul recently for the purpose of examining the local arrangements that are being made for entertaining the N. E. A. meeting, July 4-11. He found the arrangements progressing finely, and the teachers of the state enthusiastic in their support of the meeting. He delivered several addresses calculated to stimulate interest in the meeting.

We cannot now give any definite announcement with regard to railroad rates further than to say that a summer rate has been granted. The tariff sheets have not yet been announced.

An outline of the several programs, so far as they have come to this office, is herewith presented:

There will be six general sessions. The first will be given over to the addresses of greeting and response, the President's address and one other. The second session will be devoted to a discussion of the status of women. "The Educational Advancement of Women" will be discussed by four women of distinction from different parts of the United States. The third session will be given to the discussion of the final report of the committee on teachers' salaries and cost of living. The fourth session will have as its topic "The Principles and Aims of Education," which will be discussed by four men, one from the standpoint of elementary education, one from the standpoint of the college, one from the standpoint of the university, and one from a general standpoint. The subject of the fifth session will be "Education in a Democracy." The sixth session will be given over to a series of ten-minute speeches on "The Needs of the Public School." These speeches will be chiefly from the ex-presidents of the association.

The first session of the council will be devoted to the address of the president, a paper on "The History and Aims of the Council," and an address on "Positive Educational Gains of the Last Decade." The other meetings will be devoted to the work of the various committees of the council.

### SALT LAKE CITY, UTAH.

The Froebel society met March 11, at the Y. W. C. A. rooms in the Continental block. A musical and literary program was given, Mrs. Beulah Storrs Lewis reading a paper. About 40 members of the society attended the supper given after the program, in the association cafeteria. Mrs. Marcellus Snow had charge as hostess, assisted by Mrs. Horace Smith, Miss Iris Campbell, Miss Lucile Paul and

Miss Anna Swan. The place cards and centerpiece of the table were shamrocks, while Irish green formed the other decorations.

#### PROVIDENCE, RHODE ISLAND.

At the last meeting of the Rhode Island Kindergarten League, an informal talk was given by Mr. Isaac O. Winslow, Superintendent of Schools. He gave ready assurance of his belief in the kindergarten and its work for little children. He spoke of its influence being felt through the entire school system, and also of its hold upon the interests of the parents. He made special mention of the value of language training in the kindergarten, particularly for the foreign children. By his definition of the meaning of education he gave a broader outlook and inspiration for our work in the future.

#### PHILADELPHIA, PA.

Having met with success in organizing and conducting the kindergarten of the Starr Centre Association, at 725 Lombard street, Miss Marguerite Weston, of 3940 Spruce street, announced recently her intention of establishing another institution of the same character in the neighborhood of Sixth and Poplar or Lawrence and Parrish streets.

She contends that there is urgent need for a free kindergarten in the section, and declares that a fund of \$5,000 will be needed, and makes an appeal for subscriptions. It is her desire to open the new institution on September 1 of this year.

#### PITTSBURGH, PA.

The Annual Game Festival of the Pittsburgh Kindergartens was held March 25 at Soldiers' Memorial Hall. Some 70 or more teachers took part.

At the last meeting of the Board of Directors of the Pittsburgh and Alleghany Free Kindergarten Association, Mrs. James I. Buchanan, retiring president of the association, was presented with a Tiffany desk set as a token of appreciation of her services. She has been an officer of the association for over 20 years. Mrs. William H. Allen, in referring to her services, said:

"To the interest shown by Mrs. Buchanan in her years of service, and to her devotion, was largely due the inspiration of the body of women she gathered around her who brought the kindergartens of our city to their present high standard."

#### BROOKLYN, N. Y.

The Brooklyn Free Kindergarten Society, for the first time in its history, is in possession of special offices, having recently acquired a couple of rooms in the Bureau of Charities Building at 69 Schermerhorn street, where the meetings of the members will hereafter be held.

Up to the present the society has held its meetings through the courtesy of the trustees at Pratt institute.

It is planned to have a house-warming at the new quarters in the near future, the arrangements for

this affair being in the hands of a committee composed of Mrs. William H. Barrett and Miss Jessie Post.

#### HARTFORD, CONN.

The kindergartens here are to be closed three days during the convention of the International Kindergarten Union, to be held in Springfield. At New Haven two days were allowed, and the same at New Britton.

Miss Lucy Wheelock, who has been enjoying a trip through the south and west, is reported by the New Orleans States as saying that while she is not a suffragist, she intends to join the cause. She also believes equal suffrage would vastly help education, and would remove many of the pitfalls from the young man's path, which is now too well flowered with champagne, chorus girls, lobsters and taxicabs.

Referring to her impressions at New Orleans, she said: "Especially I was struck with the odd little overhanging balconies and the closed-up-and-gone-to-the-circus appearance of the houses with tight shutters."

#### BOOK NOTES

**First Piano Lessons at Home.** For the Very Youngest Beginners, can be obtained of the author, Anna Heuermann Hamilton, Fulton, Missouri. Two Writing Books and Two Piano Books, Introductory Price, \$2.00, postpaid. Circular on request.

Mrs. Hamilton has put an experience of twenty-four years as Director of Music in Colleges, and Specialist in work with children, into these books, written primarily for mother's use. They cover an entirely new field, and are as well adapted to Kindergartners, who easily secure pupils for any unoccupied time. Any teacher who reads and plays simple music correctly, can use this system, and increase her usefulness and income. Many are planning to take up this work during the long vacation, when ambitious mothers are glad to have their children occupied for a short period every day, at the same time laying the foundation for a musical education.

**The Princess and Curdie.** George McDonald stories for little folks. Simplified by Elizabeth Lewis. Illuminated cloth. 126 pages. Price not given. Published by J. B. Lippincott Co., Philadelphia, Penna.

The volume relates in interesting story form for children the adventures of Curdie, the son of Peter the Miner. Many beautiful full page illustrations in color.

**Rhythmic Games and Dances for Children,** by Mrs. Florence Kirk, Principal, the Froebelian School, Bradford, Yorkshire. Boards. 60c net. Published by Longmans, Green and Co., New York.

This book contains six games for children under five, 13 games for children over five, 16 games without music, 6 marching and dancing games, and 15 nursery rhymes and physical exercises. It is a most helpful book for all trainers of little children.

These pictures can be cut apart and used in decorative work or as gifts to the children.



WE WANT back numbers of the Kindergarten-Primary Magazine of the following dates: September, 1907; November, 1907; June, 1909; September, 1909; February, 1910; September, 1911; October, 1911; January, 1912. We will pay 15c per copy for the above named magazines.

WANTED January, 1907, number of the Kindergarten-Primary Magazine. Address, Northern State Normal School, Marquette, Michigan.

WANTED—Back number of the Kindergarten Magazine for September, 1901. Address W. P. Hillebrand, 27 W. P., 114 Pl. Chicago, Ill.

WANTED—Back number of the Kindergarten-Primary Magazine for January, 1913. Address Mary L. Millis, 518 Webster St., Traverse City, Mich.

WANTED—Back number of the Kindergarten Magazine for February, 1910. Address, F. F. Baker Co., 4 and 5 Bond Court, Walbrook, London, England.



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Devoted to Rural Education and the Teaching of Agriculture, Home Economics, and Manual Training. All progressive teachers who want to know more about the New Education should read this magazine. Send two cent stamp for copy.

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**THE RURAL EDUCATOR COMPANY, (INC.)**  
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# BOOKS FOR KINDERGARTEN AND PRIMARY TEACHERS--WHERE TO SEND

THIS page is published for the benefit of our subscribers scattered over the U. S., many of them remote from stores where books relating to their work can be obtained. It will tell you where to send. Look it over each issue and it will keep you posted as to the latest books for Kindergarten and Primary Teachers

## READY IN APRIL DRAMATIC GAMES AND DANCES

For Little Children. By  
**CAROLINE CRAWFORD**  
Author of "Folk Dances and Games."  
Illustrated. Price \$1.50 Net.

**THE A. S. BARNES COMPANY**  
New York

## MARCH BROTHERS LEBANON, OHIO

## The Teachers' Supply House

Pedagogy in a Nut Shell.  
Every teacher should have a copy of  
this book.  
Price 10c.

## Rhythm and Action with Music for the Piano

For Kindergartens and Gymnasiums.  
Selected and edited by  
**Katherine P. Norton.**  
Five marches, seven running, jump-  
ing, hopping and skipping, six nature  
rhythms, 12 songs relating to childish  
sports, and 17 miscellaneous songs.  
Price \$1.00.

**OLIVER DITSON COMPANY**  
BOSTON, MASS.

## Training the Little Home Maker by Kitchengarden Methods

By **Mabel Louise Keech.**  
This volume is designed for those con-  
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tutions, social centers and neighborhood  
movements.  
The purpose of this book is to supply  
a demand from industrial workers who  
have not found past methods practical  
for their particular fields of work and  
who wish to introduce more of the real  
work in their classes, instead of the  
play-work and games.

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## The Story in Primary Reading

Developing the Lesson of the Primer.  
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*Jenness M. Braden* .....  
**The Four Wonders. COTTON, LINEN, WOOL,**  
**SILK.** *Elmira E. Shilling* ..... 50

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# AGENCIES FOR KINDERGARTNERS AND PRIMARY TEACHERS

THIS list of Teachers' Agencies is published for the benefit of our subscribers. It includes only those who claim to be able to secure positions for Kindergartners or Primary Teachers. We advise those in need of positions to write one or more of these agencies for particulars. Even though now employed you may be able to secure a position in a larger or better school.

## THE TEACHERS' EXCHANGE of Boston

Recommends Teachers, Tutors and Schools. No. 120 Boylston street.

## THE REED TEACHERS' AGENCY

Can place Kindergarten and Primary teachers in New York, New Jersey and Pennsylvania at good salaries.  
H. E. REED, Manager, Syracuse, N. Y.  
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## THE PRATT TEACHERS' AGENCY

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50 Fifth Avenue New York

## MIDLAND SPECIALISTS AGENCY

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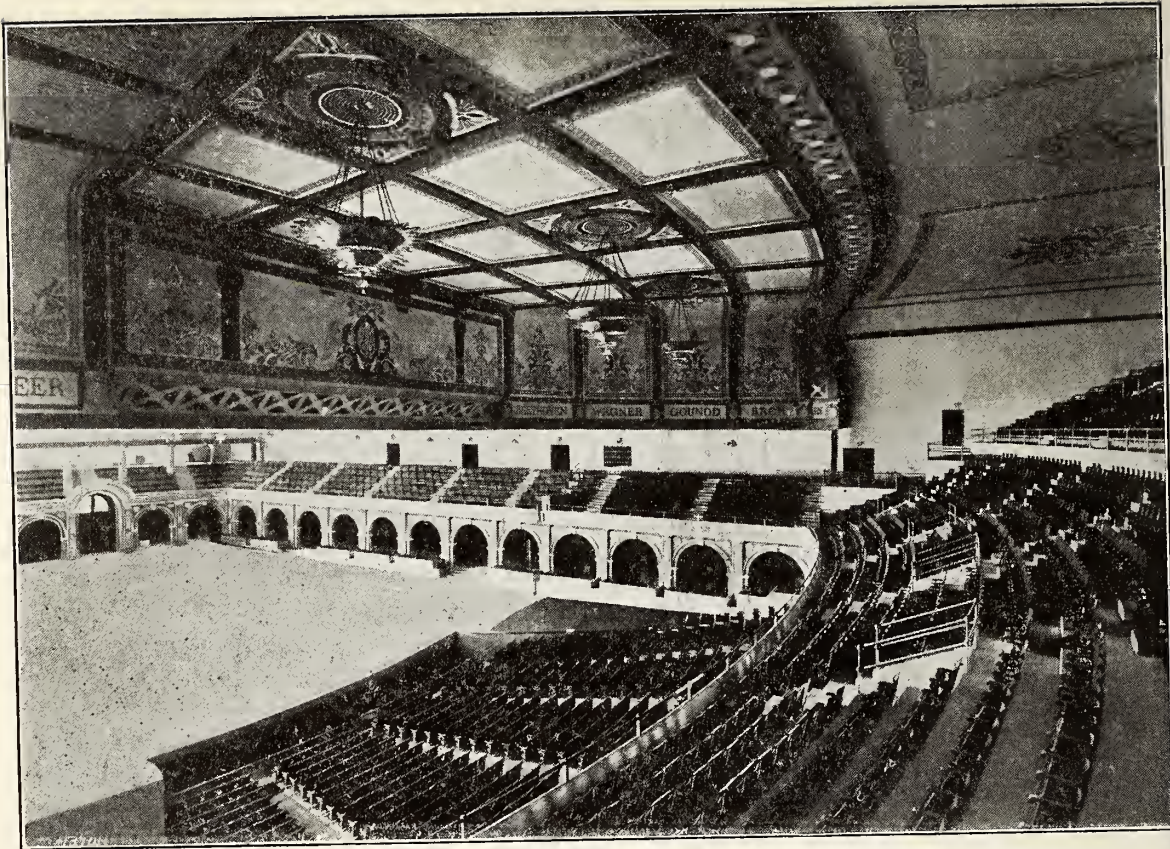
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A BIT OF THE MISSISSIPPI RIVER--A view from Indian Mounds Park, one of St. Paul's many beauty spots



# THE KINDERGARTEN

— PRIMARY —

## MAGAZINE



PUBLISHED ON THE FIRST OF EACH MONTH, EXCEPT JULY AND AUGUST, AT MANISTEE, MICH., U. S. A. SUBSCRIPTION PRICE, \$1.00 PER ANNUM, POSTPAID IN U. S., HAWAIIAN ISLANDS, PHILLIPINES, GUAM, PORTO RICO, SAMOA, SHANGHAI, CANAL ZONE, CUBA, MEXICO. FOR CANADA ADD 20c., AND ALL OTHER COUNTRIES 30c., FOR POSTAGE.

J. H. SHULTS, MANAGER.

JUNE, 1914.

VOL. XXVI--No. 10

### EDITORIAL NOTES

THIS number closes volume 26. The next number will appear in September.

AND grant that our war with Mexico and with every other nation on earth may be forever over.

HINTS and Suggestions on Construction Work will be emphasized in this magazine during the coming year. Many helpful suggestions with ample illustrations will be given.

MARY E. COTTING, an experienced kindergarten of Waltham, Mass., will conduct a series of picture studies in this magazine for smallest children during the coming year.

WE wish to call the attention of all our readers to the article in this issue entitled "Human Failures—How to Prevent Many of Them." Read it carefully, and if possible, answer the plea.

WE are pleased to state that Miss Grace Dow will continue her department in this magazine, (which has proven so inspirational and helpful to rural teachers) through the coming year:

WE are pleased to announce that Miss Bertha Johnston, of Brooklyn, formerly editor of this paper, will be a contributor during the next year, probably along the lines followed last year which have proved so helpful.

THE Mother Play pictures will be continued throughout a part if not the whole of the coming year, with ethical lessons from Froebel's Mother Play by Bertha Johnston, formerly editor of this magazine.

LET us remember that the interests of the child are of far greater importance than the interests of any organization whatever. The development of the child should be the ultimate

aim, not the growth of kindergartens along orthodox or any other lines except as such growth contributes to child welfare.

AN excellent article from Dr. W. N. Hailmann appears elsewhere in this issue. Among the articles from Dr. Hailmann's pen which will appear in our magazine during the coming year are the following: "Phases of Social Training and Early Training," "Common Sense vs. Schoolishness in the Kindergarten," "Developing Method," "Heart Culture."

WE shall never be able to bring the blessings of kindergarten culture to even a majority of the children of America until we undertake seriously the problem of the kindergarten in rural and village schools. Over 60 per cent of the children of school age belong to this class. They need the advantages of the kindergarten quite as much on the whole as do those in the city schools.

BEGINNING with the September number, and continuing for next year there will appear in this magazine a series of lessons and suggestions for primary and rural teachers along the line of the use of kindergarten material in primary schools. These will be fully illustrated and the lessons made so plain that the most inexperienced teacher can understand them, and will be qualified to greatly improve her work with the little children.

THE series of articles written by Dr. Jenny B. Merrill which have appeared in our magazine during the current year, along the program line have proven unusually helpful to hundreds of kindergartners, and we are pleased to announce that they will be continued during the coming year along similar lines. Dr. Merrill will also have one or more special articles in each issue such as "Sand Table Work," "Montessori Methods in the Kindergarten," "Mothers' Meetings," etc.

## CULTURE AND EFFICIENCY.

DR. W. N. HAILMANN

Until not very long ago, culture was practically synonymous with erudition. To this there came to be added at times a certain conventional refinement of bearing and speech. Thought or theory and practice were distinct and even antagonistic. In dreamy isolation culture was prone to withdraw from the living interests of humanity and, claiming finality for its wordy vaporings, to lose itself in purposeless self-contemplation. What went by the name of science was satisfied with fragmentary approaches to knowledge, more or less hopelessly hindered by walls of superstition, traps of hasty assumption, and pitfalls of visionary guesses.

The advent of modern science with its disregard of subjective hopes and fears, its dependence upon unsparingly objective criteria, its steady urgency to verify new discovery in practical application to the needs of life, brought a marvelous change. It extended the scope and the very character of culture, added to the search for knowledge an aggressively outgoing life on the basis of whatever knowledge it might have gained.

Thus, culture was deepened and broadened. Cultured man of today is no longer a mere knower of the achievements of mankind and of laws of life. He is all this; but he is also, and on the basis of this, a doer or a director of deeds in the light of increasingly right ideals. Culture has taken unto itself insight and hope, aspiration and love. It is complete only in the measure in which it yields beneficent efficiency in a rich outgoing life.

In short, the true culture of today is a condition, rather than a possession. It is measured not so much by what a man has received or retained, but rather by what he is and does. It means insight into the range of his powers, relations and interests. Its soul is man's active outward tendency, the clearness with which he apprehends and realizes his possibilities, the destinies of his being. It is largeness of life-aim, the blossoming and fruitage of a rich, steadily expanding life.

And this fruitage is in life-efficiency, in the output of life. Of this life-income has come to constitute but a stimulus and a means for greater output. Its motto is progress unending. It is by this that man lives always. By this he overcomes heredity with history, instinct with reason, the savage competitive struggle for mere existence with a truly civilized co-ordinative self-adjustment to the inner law of humanity. Its final value lies in intrinsic goodness and permanence of well-doing.

Spurious culture hovers on the surface, mistakes facts for principles, erudition for science; loses itself in a variety of self-complacencies; worships the tools of culture, such as books and the rest, for their own sake; mistakes pleasure for joy, a certain aimless levity for cheerfulness, narrowing self-life for all-life, indifference for repose; is prone to sell Christ for a variety of mammonish treasures.

True culture makes for the heart of things; frees life from superstition, from the worship of self and of mere learning, from the fetters of authority and tradition; assigns to all things their true value; judges everything by its outcome in the light of the progressively revealed destiny of humanity.

"Culture," says Emerson, "absorbs Chaos and Gehenna." From the chaos of fact and empiricism, it leads to the cosmos of law and insight; from the gehenna of arrogant or wretched isolation, to the paradise of silent well-doing. I say purposely 'silent well-doing'; for true culture is ever opposed to all loudness and bluster. It has gone thru the throes of self-establishment; it has achieved the triumphs of self-expansion and has reached the sunny heaven of quiet, persistent devotion to the fulfillment of the purpose of self, the revelation of "the thought of God" of which each self of us is meant to be a living expression. The shibboleth of such doing is work; its guiding star is recognized duty.

In this new culture, the soul of which is beneficent efficiency, the dawn of a new day is upon us. The sins of the fathers have run their course, the third and fourth generations have passed away, and the fifth generation has been reached. To such culture each new day is bringing a new education,—an education that would cultivate the whole man, that would fit him for achievement as well as for contemplation, for work as well as for enjoyment and for the highest enjoyment thru work; an education that would build each man's conscience upon the cornerstones of insight and good will.

Such education—to which I hope to devote an article later on—will teach the child of toil that work is the necessary first step to all true joy, that without it there is no joy. It will teach the child of leisure the value and dignity of service and its indispensableness to true happiness in each and every life, leading him to see that thru service, thru work, alone he can escape the barren fields of self-indulgence and reach the sunny fruitful pastures of self-perpetuation.

Thus the child of leisure will become a toiler that he may satisfy the yearnings of his awakened soul, and the child of toil will reap without hindrance the legitimate fruits of his devotion to duty; for both will be equal participants in the dawning new culture for beneficent life efficiency.

There are 100,000 students enrolled in professional schools in the United States this year, according to figures compiled by the U. S. Bureau of Education. Of these 85,102 are in endowed institutions; the remainder in institutions supported from public funds. The various professions are represented as follows: Theology, 10,965; law, 20,878; medicine, 17,238; dentistry, 8,015; pharmacy, 6,165; veterinary science, 2,324; nurse training, 34,417. New York state has the greatest number of students in professional schools, 13,945. Illinois comes next with 11,333, and Pennsylvania, Massachusetts and Missouri have 9,937, 6,858 and 4,495 respectively.

## PROFESSIONAL LIFE, ITS OPPORTUNITIES, PRIVILEGES AND OBLIGATIONS.

LUCY WHEELOCK, Boston, Mass.

WHEELOCK KINDERGARTEN TRAINING SCHOOL

The high privilege of the kindergartner is to be a member of a great profession consecrated to the service of childhood and to social service in the community. Her opportunities and obligations go hand in hand. To whom much has been given of him shall much be required.

The professional opportunities and obligations of a kindergartner are three-fold:

First—to uphold standards of kindergarten work in her own community.

Second—To co-operate with and strengthen all local professional organizations.

Third—To support the great international organization which makes the kindergarten cause a world movement.

### OBLIGATION TO THE COMMUNITY

Upon each individual kindergartner rests the responsibility of upholding the standards of the kindergarten in her community. To her is given in trust the great values of kindergarten training. No supervision, however fine, no required curriculum, however excellent, can relieve her of this responsibility. On her intelligent understanding of the means and methods of education suited to her particular condition, on her sympathetic observation and knowledge of child life and needs, depends the success of her work.

The neighborhood in which she works is her province, the parents her constituency, the children her sacred charges. To her profession she is responsible for the way in which she meets all these obligations. The estimate of the value of the kindergarten in any community depends on the intelligent practice of the individual teacher. The cause may win or lose by her success or failure to demonstrate the highest ideals of Froebellian training.

The kindergartner's professional responsibility extends to all members of our great body. 'United we stand, divided we fall,' is the watchword of our republic. It is the watchword of every organization set to conserve any interest. More and more we see a tendency toward combination for the protection and advancement of any cause. Local associations or clubs serve to keep alive the fire of enthusiasm and interest in any community.

It is not a matter of desire with a teacher whether she shall support such organizations. It is a matter of obligation if she meets the full measure of her responsibility. No business, no trade, no profession can thrive without the support and strength which comes from combination.

A little handful of devoted men and women lighted the torch of a faith which illumines the world, because they had all things in common. Their symbol was the vine and branches. The branch dies which abideth alone.

When motives of economy or any other motives

threaten the status of the kindergarten in any locality, there should be brought to bear the tremendous force of public sentiment engendered by a professional organization devoted to the highest ideals of education; hence each kindergartner must see that such an organization exists in her locality and she must support it.

### OBLIGATION TO THE INTERNATIONAL KINDERGARTEN UNION

The Federation of Woman's Clubs, federations of labor and other organizations have proven the strength that comes from a national organization. No other influence has been so far reaching and effective in promoting the kindergarten as our International Kindergarten Union. To it every kindergartner owes—the larger opportunity for her work. To it she owes a debt of gratitude for the conditions of her work.

With its annual meetings attracting large local audiences and a considerable body of delegates and the widespread press notices, it calls attention each time to the claims of the kindergarten as a part of our public school system and to the educational ideals for which it stands.

Not the least important of the offices of this organization is its unifying influence in bringing together bodies of workers from different parts of the country for conference. Practice has been modified and standards raised through the interchange of views and experience.

The declared aim of the International Kindergarten Union to promote the kindergarten cause throughout the world is one which should enlist the support of every kindergartner. As a member of a branch or as an associate member the obligation is upon her to strengthen the organization which makes her work possible.

For years noble and devoted women have given freely of time and strength to organize and carry on this union. Its future rests now with the younger generation and with the individual teachers who are now filling our ranks.

At this time we are asked to render a special professional service by combining to erect in our national capitol, a monument to the great man from whom we have received our educational gospel. The monument to Froebel in the city of Washington will be a perpetual reminder of the work of a man who gave all he had of knowledge and ability, and love and faith to the cause of humanity through the service of childhood.

The inheritance has come to us. To you and to me has come the opportunity and obligation for a similar service. To you and to me is given the privilege of working with God at the very fountain of life." With this privilege is granted the largest opportunity ever offered to any body of women, the opportunity to work for the future of America in helping to train its citizens.

Professional obligation is bound up with opportunity. There is no irresponsible place in the profession.

The goal of child's education, according to Froebel, is "to become a living member of a living whole."

Those who are privileged to be the educators of childhood must themselves first become living members of a living whole.

—Excerpt for Address delivered at Springfield

## The Kindergartner's Responsibility Toward Social Problems

EVE WHITING WHITE

(Head Resident, Peabody House, Boston)

(EXCERPT FROM ADDRESS)

The kindergarten holds a strategic position in our educational and social scheme. No group of teachers has a greater opportunity nor is more sure of rewarded efforts. As a social worker there was a time when I tended to concentrate on the period of adolescence. It was not long, however, before I began to go back to the age of 12, to 10, 8, 6, to infancy itself. Psychotherapy is rapidly accumulating evidence on this line and is showing us that the early impressions which are formed even before organized thought begins, tend often to be the most difficult to remove.

"We have in the child a little animal reacting to instinctive impulse—an atom of human possibilities, if you will—good and bad in the balance to be weighed by the working out of heredity and training, and the experience of life. No teacher can take the place of the mother during those first three or four years. And none but a personality that holds within itself the widest ranges of power to understand and to subtly guide child life, combined with the power to influence society in its reactions on child life, should make that first contact with the child outside of the home. It is not enough to know the technique of teaching a kindergarten. It is necessary to understand and to put into action the philosophy of the kindergarten movement, a philosophy that involves not only training the child, but paving the way for him in society so he may have a fair chance to make the contribution which each individual is meant to make.

"Now the kindergarten's approach to the home is one of its strongest points, and it is in the light of the child and the home that the kindergartner can and should project her influence into those lines of effort which aim to grapple with present day social problems. No approach to the home is more natural than is that of the kindergartner and through her interest in the child she is led immediately into the heart of the family situation. To me, those who touch most closely the lives of the children should be the home specialists and in the forefront of community revivalists, if you will. The great cause of child welfare opens up before the kindergartner a cause which involves incisive analysis and is worthy of the best she can give.

### SOCIOLOGICAL WORK

"A kindergartner should steep herself in the reactions of the neighborhood or community in order to interpret the influences that are encircling the children in whom she is interested. One of the most telling developments in the training schools for kindergartners within the last few years has been the introduction of courses along sociological lines. The chief points of emphasis in these courses would probably be found to be the responsibility of the kindergartner in following her children outside the class room and in the light of the child flashing the searchlight on the community. Acute needs thus made evident should be met through the personal influence of the kindergartner in rousing

the community or by stimulating existing agencies such as churches, schools or clubs.

"A kindergartner who goes to a community for the first time faces more of a problem than simply teaching and visiting in the homes of those whom she teaches. Neither the individual nor the homes are entities of themselves. Homes are reacted upon by homes and by other institutions. First, then, a kindergartner should as soon as possible, make herself an integral part of her district by closing up on every opportunity that enables her to get at the inner life.

"The great thing which the kindergartner is doing and which other forms of education have failed to follow up is that of not only developing the child, but of bringing the mother within the educational scheme. Mother, child and teacher, in those first months of instruction are educating and are educated by one another.

"The person who is on the firing line of action in the endeavor to help to solve our present day social problems is not held there by theoretical reasons, but by the full force of human situations. Why are some of us in the cause for better housing? Because like the plant that withers for lack of sunlight and pure air we have seen children of promise weakened, enervated by the same lack.

"With the child as the center of our attention we reason back to infancy and on to manhood and womanhood. The organization of the Elizabeth Peabody House can be worked out in varying degrees in any situation where the kindergarten is expanded to meet the needs of elder or younger brothers and sisters, of fathers and mothers, and of playmates.

### NEEDS OF CHILD

"Now starting with the kindergarten child, what are his needs? First, personal. He, himself, is the center of attention. He must be brought into harmony with himself, with others, with his surroundings. He has brothers and sisters. This little kindergarten child in whom we are interested is an initiative mite. Much of our effort will fail unless we can also influence those other members of the family group, and so we have classes for the age groups represented by those brothers and sisters, and we enroll in the membership the playmates of those brothers and sisters, and we have many-aged groups represented and many different activities. Educational, reactionary and social clubs, no matter what their direct object, we are influencing manner, outlook on life and instilling the highest ideals of manhood and womanhood. For mothers and for fathers we have English and citizenship classes, lectures and concerts. A milk station for infants was opened 12 years ago, because even at the age of four or five it was often found too late to eradicate the effects of the lack of proper care in infancy. We are assisting in the management of a model tenement block because the physical home is all important. We are playing our part in the working out of educational theories because of the struggles of our boys and girls which are registered in our experience, and could go on giving examples of the range of work which has developed, every step of which can be accounted for in terms of the

need of a man, a woman, a boy, a girl. But these illustrations go to show where one is led if one starts to encompass the life of a child and to meet it at every point of contact.

"Results? A section of a city has been interpreted to a city. Many a man has been helped to a better job. Many a woman has been encouraged by a sincere friend. Young people have been brought together under a roof which has stood for co-operation in working for the larger good for all. They have been trained to think and act for themselves and to bear the responsibilities of self-government. The children have had many a romp within our walls and many a lesson, too. Young and old join in the spirit of community loyalty. Our 'We' means the community we. The aim of any community work should be that of forming a network of personal forces that will permanently stand back of our children and their progress. What you or I can do alone is little.

#### GROUP ACTION

"That form of social work which reaches out to children and home; a child and his playmates; a boy and his gang; the mother and her friends; the father and his companions, is sound through and through. If we can get the right spirit accepted by a group we have gained much. The science of influencing group action is not as well known by us as is work with an individual. I have more and more swung over to the side of group action and I am more and more applying this test to any form of social work: Is it organizing its constituency to the point of being able to withdraw its influence? In other words no form of social work should continue to be a prop. Whatever it has started by way of policy should be incorporated into the action of its following. In carrying out this policy we need the long look ahead and great patience, but nevertheless the aim in all forms of neighborhood work should be to start a movement and to have the neighborhood catch it up and carry it out.

#### HOW TO DEVELOP THE CREATIVE IMPULSE OF THE LITTLE CHILD.

ALICE E. FITTS, Brooklyn

Excerpts from Address Delivered at I. K. U. Meeting in Springfield.

I plead for an adequate appreciation of the childish attempts of the young child to express his feelings in art. For this the instructor should study the natural methods of the child, and should aim to cultivate his imagination. The plan should be to help the child to go back to life itself and to help him to think of nature behind all outward things. Art has its own realm and its own method of procedure and yet acts in obedience to law. Children must have proper materials in the kindergarten and must know how to use them. Yet the young must not have materials thrust upon them. Children are interested in nature—the birds, fields, the blossoming world and we must work with their interests. The things that make the most impression on them must be utilized. Froebel's system of materials uses the cardboard first. The German educator's idea was to

give the child proper freedom and the teacher must not curtail that freedom, nor interpose an unnecessary program of her own although a program is essential.

NOTE—We hope to give this address in full in a future issue.

#### SUGGESTIONS FOR A JUNE MOTHERS' MEETING.

DR. JENNY B. MERRILL

Interest the children in making the kindergarten room pretty for mothers to see. Arrange the spring work in borders or panels. Do not have too much on the walls, but have every child represented. Have most of the work on the tables. Mass the flowers. This makes a more effective decoration.

Give hints for vacation days, if mothers need them. Ask them for suggestions to help each other. Suggest making, during July and August, a doll's house in a hat box, or even a shoe box. Tell about the value of cooling plays in water, as sailing shells of peas in a basin in the kitchen, make soap bubbles, have a wash-day for dolly's clothes, catch sunbeams on the water. Hands should often be washed, both for cleanliness and for cooling the pulse. Let the child learn this summer to do it himself.

Bathe the face, talk in a whisper, at times. Take a weekly trip to the park or seashore, if at all possible. Make it possible. In certain localities have sanitary rules for distribution and a physician's or nurse's words of caution. Show pictures of children at play and insist that vacation days are not idle days, for the child learns through his plays. Urge a simple daily task to help mother in the home. Tell of the quiet, resting hour for books and pictures, or a story in the afternoon.

#### Kindergarten Mothers Gather at Big Meeting

All the kindergartners and members of mothers' guilds of Greater New York were invited to the meeting of the New York Kindergarten Association on Wednesday, April 15, 1914, in the Chapel at Normal College. The Normal College Glee Club sang two songs very beautifully.

Miss Curtis, director, told of the mothers' meetings held in Manhattan and Brooklyn at which there was a total attendance of over 80,000 mothers. She introduced Mrs. Mary Boomer Page, president of the International Kindergarten Union.

Mrs. Page spoke on "The Relation of the Kindergarten to the Home," suggesting that in some way kindergartners should find time to get into more vital contact with the homes so that instead of simply imparting knowledge the kindergartner can release the child's energy and direct it in channels that will develop better boys and girls.

She also emphasized the mutual benefit which kindergartners should have from professional associations which seek to know more about the inner development of child life.

Miss Higgins, president of the New York Kindergarten Association, extended a most cordial invitation to the kindergartners who were not already members to become members of the association.

# THE KINDERGARTEN PROGRAM

## WITH SPECIAL REFERENCE TO THE MONTH OF JUNE

By JENNY B. MERRILL, Pd. D.

Late Supervisor of Public School Kindergartens. New York City: Special Lecturer on Educational Topics

### SUGGESTIONS FOR JUNE PROGRAM.

Jenny B. Merrill, Pd. D.

We have reached the closing month of the school year.

Let us look forward and backward, forward to vacation days, and backward through the year's work. Reviews and pre-views are good for programs. Yet the best, after all, for this lovely month of June is just "to live" as happily as the June roses bloom and the June birds sing.

Strawberries and roses are two of the bright, beautiful gifts of June. The children love to paint them. I know more than one city kindergarten where both roses and strawberries have grown in the school garden. One year hundreds of city school children raised strawberry plants in window boxes.

Cornell University furnished the plants to all who applied.

There is something so fascinating to watch for the dainty strawberry blossom, care for it, then to see the berry set, and gradually change its colors until, all in red, it is ready to eat or to paint, if it is only a kindergarten strawberry.

Strawberries having a distinctive shape are modeled easily in clay—a whole box of them, and we will paint them, too. Each child will contribute one or more to the strawberry basket, and how natural will they look when we have our make-believe strawberry feast.

We will make drawings of all the farmer's tools, our own tools. We will rebuild our barns with our blocks. We will have Farmer Brown's house and barn and hen coop, and all his animals in a farm scene in the sand, and perhaps in pictures on the blackboard. Perhaps we will have a churn and make butter.

We will hunt for farm animals in our animal picture books. We will cut out pictures and fill a little scrap book with them, day by day, to take home for the long vacation. Perhaps we will make a scrap book that tells all about our churning story. We will sing songs for every picture. We will retell our stories. We are big children now, many of us, and may not come back to kindergarten when vacation is over. We want to learn to read next year about "Jack and Jill," about "Little Boy Blue," and "Little Bo-Peep."

We will be quiet and work steadily. We have learned to love to work. We can draw, and cut and fold. We can build and design and weave. We are going to weave nearly every day this last month,

for our eyes and fingers have grown stronger. It will help us count, carefully to weave.

We can tell all the sounds animals make. We can buzz and hum like the busy bees; we can flit about without a sound, like the butterflies; we can play we are bees and butterflies. We can play we are flowers in a garden, and take the names of those we love best; we can play "Mary, Mary, quite contrary; how does your garden grow?"

We will, perhaps, go to the beach some fine June day to see where the sand comes from. We will gather pebbles and shells and dig with our spades. Perhaps we shall see the ocean. If we cannot go so far, we will play our sand box is a big beach, and we will fold ships with sails and make boats in clay. We will have dolls for children and build little bath-houses for them with our blocks. We will make a merry-go-round. We will play the waves are rushing in. We children will be the waves. We will join hands and run, all together, up on the beach. We will build a lighthouse with all our blocks. It will be very high. We will ask teacher to tell us once more about "Brave Dora." Perhaps we will have a Statue of Liberty. Perhaps we will see the big statue in the bay if we go to Staten Island or to Coney Island.

We will make bridges and arches, taking hold of hands, and we will have a stream of children running under. We will sing, "Give, Said the Little Stream."

These are some of the June visions that come back to me as I think of the many Junes I saw the children playing in our kindergartens.

I cannot tell you just which week you can go to the park, which to the seashore. Surely, though you are a very young kindergartner, you can take your own pencil and from week to week make an outline from which you may depart as rain and sunshine come and go.

If very warm days come, have quiet, sense games. Do not romp. Remember that children are like plants and need water to drink, especially on warm days. Little hands in water may cool a whole little body and prevent restlessness. Do not forget soap bubbles.

Give experiences that will bring happy memories through the long vacation days, and will not be forgotten in the years of maturity. Give a real June background to life. It will need it, you may be sure.

A little boy said, "Boy Scouts are strong,"  
A little boy worked the whole day long,  
A little boy whistled and sang a song,  
Was that little boy you?



## OUTLINE OF PROGRAM FOR JUNE.

DR. JENNIE B MERRILL.

**Subject: Matter For Conversations, Stories, Songs and Games.**

Introductory Talk—The new month, its name; June, the month of roses and strawberries. What month has just gone? Does anyone know what month will come after June goes? Yes. July—then vacation begins. June is our last month in kindergarten. What a good time we must have. Who is going to the country when vacation comes? Let us play "going to the country."

Note—I would not teach all the months, but May, June and July are of special interest and have easy names.

First Week—Going to the farm; how to go, trolley, boat, steam cars, fares, engineers, captains.

Farmer Brown's wagon comes to the station. Ride to the farm. Seeing the animals. Each day a new animal; pictures of them; sounds they make; how to feed the animals; milking time. (Have animal pictures, farm scenes.)

Stories—Trip to Pleasantville (an original story), to connect points talked about into a whole. "Patsy, the Calf," "The Little Pig," "Dumpy, the Pony."

Songs—Free choice, (Review.) How do you like to go up in a swing?

Memory Gem—Stevenson's "Friendly Cow."

Games—The train, (get children to suggest), the barnyard, the barnyard gate, the farmer.

Rhythms—Plowing, raking, spading, sowing.

Gifts—Building, farmer's house, barn, gates, animals' houses, also the cars and wagon, (much free building).

Occupations—Cutting animals, modeling birds and nests, free modeling of animals, drawing and painting, grass and flowers, coloring, outlined animals.

Second Week—Roses, colors of roses, fragrance; how do they grow? Rose-buds, rose bushes, rosy lips, rosy cheeks; twine one hand around the other or rose-bud; open slowly into flower; rolling on the grass, picking daisies, clover, buttercups. The strawberry patch on Farmer Brown's farm. Butterflies and bees on the flowers. What for?

Stories—"Little Red Riding Hood," "The Bee and the Clover," "The Butterfly and the Cocoon;" choosing old stories.

Songs and Finger Plays—Where are the bees? Poulsson. Song of the bee, Daisy song; choice; review bird songs); rhyme of the bowl of milk.

Games and Dramatizing—The farmer and the rain. The bees are buzzing, butterflies, caterpillar, picking roses, (bushes), picking strawberries, (vines), choosing.

Rhythms—Flying like birds, flying like butterflies, dancing like raindrops, May pole dances.

Gifts—Rings, sticks, seeds; outline the flag on Flag Day; flowers, designs.

Building—Garden walls, free building and free

stick laying; number counting and grouping, in preparation for promotion.

Occupations—Weaving (see report No. 1).

Making daisy chains, drawing and coloring flowers, especially roses; also strawberries; free illustration drawing of farm life; Flag Day illustrations; cutting and mounting flowers, clay modeling of strawberries, free work in clay.

Sand—Farm scene, or digging in sand.

Third Week—The seashore; where did our sand come from? How can we get to the seashore? In cars, boats, autos; talk of the piers, ropes, life-boats, waves, shells, pebbles, bath-houses, light-houses, Statute of Liberty, bridges.

Stories—"Dora," (review), "Alice at the Seashore," "Alice on the Farm," (review) for comparison.

Songs—"Tiddledy Winks," "Once I Got Into a Boat." Review songs.

Finger Plays—Reviewed.

Sense Games—Feeling pebbles, shells, sand, stems, leaves, fruits, flowers, (lightly); blindfold, tell flowers by odors.

Guessing Game—Describe flower by color.

Dramatic Games—Choice: Going to the seashore, playing at the seashore.

Rhythms—Waves, birds, butterflies.

Gifts—Building the light-house, boats, trains; outlining boats, fishes, bath-house, free work; extension of number work with fifth and sixth gifts; also with sticks in group, ready for promotion.

Occupations—Weaving continued, folding boats, bags for crackers, cutting fishes and shells, drinking cups.

Drawing and Painting—Fans, fishes, shells, boats.

Sand and Clay Modeling—Free. Fishes.

Fourth Week—A review of experiences out of doors during the year; our real trips, our play trips; making butter (if not made before).

Stories—Choice: Story of cow, story of a glass of milk.

Songs and Finger Plays—Review of our favorites, butter making.

Sense Games—For warm days, close eyes; tell where I touch you; who is singing?

Dramatic Games—Choice: Play out of doors, if not too warm.

Gifts—Choosing, individually, what to play with; getting the gifts unaided in the older group. Review of color with first gift; review of form with second gift.

Occupation—Weaving, a basket, folding, furniture for a doll's house at home.

Cutting—Surprises, helping each other guess what has been cut; cutting spirals.

Mounting—A scrap-book story of butter-making, or of the seashore pictures

Drawing and Coloring—A glass of milk, a plate of butter, flowers, fans.

Modeling in Clay—Loaves of bread, impressions

of shells and leaves on plaques, free work.

Constructive Work—A swing, a see-saw, benches for park scene on sand table, a merry-go-round, sewing leaves for scrap-book to take home to fill with pictures during the summer.

Note—If the farmer's work has been considered fully before June, it may be better to start a doll's house in early June and have each child take one home for summer play.

### Reports of What Has Been Done

Twice a week we take a walk to some child's home to see his garden. We have seen ten gardens thus far and they are most interesting. As far as I can find out from the children, they all have gardens.

Yesterday we visited Mary H.'s garden. Her grandmother is an invalid. She was on the front porch. We sang two of the kindergarten songs. She seemed so pleased and thanked me over and over again.

Most of the gardens are vegetable gardens. We send word to the parent the day before we call, asking if we may do so. The mothers like the idea and greet us very kindly.

During the warm weather we are leaving our exercises and spending more time on the finger plays. I do this in the early fall and late spring. The children are so fond of their weaving that we still have it, in spite of the warm weather. We are making what we call "flower mats"—a white mat woven with the colors of some flower—yellow and green on a white mat for the buttercup; red and green on a white mat for the rose, etc. These mats are very pretty and seem to please the children. They choose their own colors, naming the flower. E. R.

As we have had two such successful "churning days," we were hoping you might have stopped in to see our butter and have some served on wafers, as did we all after the churning was done. Everyone helped churn and we were duly rewarded by seeing the butter "come" in about a half hour. All went well and soon it was worked, salted and put on ice to harden. What was left we gave our janitor, who took it home and enjoyed it greatly.

Our Mothers' Tea was a great success. Miss Yendes spoke to about thirty mothers, after which we served tea and wafers. Our tea table, presided over by Miss P—, was decorated in yellow. Our bunny will go to my home in Passaic for the vacation and we hope will be all the better for his outing. C. M. C.

We are preparing to close our kindergartens and will promote sixteen children to the Primary. Our classes will unite for a party on June 30. We feel that the kindergarten spirit has grown considerably in both the school and the neighborhood during the year. We have had a most successful trip to Central Park with both classes and about ten moth-

ers. We were particularly fortunate in seeing so many of the Park animals, the swans, squirrels and birds. We were allowed to play on the grass and walk about among the sheep. The flowers, too, were very lovely, and the children still talk a great deal about their visit to the "beautiful park." H. W.

We spent a morning on a private place, where we saw ploughing and potatoes being planted, the barn yard, cow and calf, hens and chickens, geese and goslings, a turkey, cat and two kittens, dogs and horses. We made posters telling what we saw and made a large one on the wall. The boys in 5-B are making us a doll-house and the 3-B class is weaving rugs for the rooms. It will not be finished for some time as, of course, they can only work a little it a short time each day. Two fathers are helping with the stairs and have promised windows which will open. M. E. C.

The feature most enjoyed this past month was an outing to Seward Park. The children enjoyed the swings, sand pavilion, the seesaws and the "merry-go-round." The teacher in charge of the playground lent the boys a football (which was also patronized by the girls). One child discovered a "weather-vane" on the roof of one of the houses in the neighborhood. All play was suspended for the time being when Ike called out, "Oh! I see a weather-vane!" Then they sang the song (weather-vane) of their own accord. After the children take this trip they are allowed to choose their own colors, crayons and papers and make all the pictures which they please of the things which they have seen. One that impressed me most was a page of small windows. I didn't understand it until the child explained it was windows of "all the houses outside the park." Then I remembered the vicinity, and sure enough the windows overlooking the park are legion. R. A.

One of the most interesting walks, was when we went purposely to see the park gardeners at work cutting down one of the huge old trees in Stuyvesant Square. Its trunk was of tremendous size and the men had to have pulleys and support fastened to strong holds in order to enable them to get it down. The children were fascinated while the men used the double saw, and axes sounding alternately scattered chips, which we afterward collected.

We also brought back a cross section of a large branch of this tree and pieces of bark. These are now among our treasures in the cabinet. A few days later we went to see them remove the lower trunk and roots.

We have since been to see the tulips, but two of the beds had nothing but leaves and stalks, so they were not pretty for us to see (the children knew why). I noticed that yellow tulips had been taken and the red left undisturbed. E. J. T.

## WALKS OF THE YEAR. (A Review.)

We have had four excursions so far this year, but now that the pleasant weather has come, we expect to take quite a few more.

In October we went to Stuyvesant Park to look for signs of autumn. We saw the falling leaves and the workmen digging up the flowers. Each child took a plant home.

In February we visited the 1A class just before promotion. The children were most impressed by the skipping, marching and singing and other things common to both kindergarten and 1A.

In February we went to visit a blacksmith shop on the next block. We saw the whole process of shoeing from beginning to end. It was most instructive and interesting.

The first week of April we took our first spring walk to Stuyvesant Park to look for signs of spring. The workmen had softened the garden beds and had just planted the tulips.

Our walk today (May 3) was most instructive. We saw the usual signs of spring in the park— young leaves, the tulips in blossom, etc. The workmen were busy with spade and rake, putting down new sod in the grass plot. We also saw the birds gathering material for nests.

Flowers named: Rose, carnation, violet, fuchsia, geranium, tulip, daffodil, cherry blossom, forsythia.  
G. M. R.

Last Friday we made an excursion to Bronx Park. We visited all the houses, the outdoor cages and the seal tank. On the way we met chickens and goats, which were joyously recognized by the children. We saw woods, meadows, lakes, falls and a river. In the meadow the children picked flowers for mother.  
M. B.

Yesterday we went out on the lawn to gather dandelions and small lawn daisies. On our way in one little boy found a cocoon which had blown off a tree, so we took it into the kindergarten. The next morning we found a beautiful white moth sitting near the cocoon. One little girl picked it up and held it on her outspread hand. It stood very still, as did all the children, while I told them all about the caterpillar, cocoon, etc. Suddenly it started to walk and crept very slowly from Sadie's hand to the front of Sarah's apron. There it stood for a while; finally it began to flutter its wings, then moving them up and down, flew over to the window and out on a lilac bush. Just as it began to move its wings I asked the children which we should do—put the moth in our terrarium or let it go out to the flowers. They said, "Oh, let it go!" Later in the day we went out to look for our moth and found it flying so merrily on the lawn. Today it came up to the window and flew back to the lilac bush.

A few days ago we all went out and gathered the dandelions which had gone to seed. We were very

careful to drop the seeds all on the lawn and then made a dandelion chain to wear in the kindergarten.

Our story circle is usually made under one of the large trees. The seeds in our garden are growing beautifully. We now have a vegetable and flower garden.

Farm and other animals known: Horse, cow, sheep, donkey, pig, dog, cat, hen, rooster, duck, swan, turkey, rabbit, frog, turtle, toad, salamanda, snake, lizard, elephant, lion, bear, giraffe, fox, birds, butterfly, moth.

Flowers seen and named in the kindergarten: Crocus, jonquils, daffodils, narcissus, hyacinth, tulips, magnolia, violets, anemone, spring beauty, jack-in-the-pulpit, cosmos, strawberry flower, geranium, snowballs, lilacs, bridal wreath, pansy, strawberry shrub, iris, elephant ears, dandelion, daisy, buttercup, clover, candy tuft.  
I. V.

We have had walks all winter, but the spring walks have been delightful. We have the two rivers to watch, the melting, floating ice, the bare hills turning green, the profusion of trees and shrubs and bushes, the apple blossoms and dogwood. One day we walked to the woods and, taking our tools with us, dug up some violet plants in bloom and have them now adorning the room; also some moss and grass.  
P. H.

In June we held a most helpful mothers' meeting. "Nature Interests" was discussed and the value of excursions and walks was considered. Our refreshments were rather unique. The children made butter that afternoon and each mother had some to eat. They were all interested to hear how the children had made it.  
G. McC.

The month of April brought with it a variety of interests all centered about living things—both animal and plant life. The early spring plants and flowers, beginning with pussy willow, jack-in-the-pulpit, spring beauty, anemone to the violet, rock pink and other wild flowers, made their appearance in our garden (an enlargement of the March garden). In this garden there can also be seen our kindergarten turtle crawling along leisurely and contentedly and in company with him, "Mr. Frog." The children are highly interested in the development of the tad-poles, one of which has by this time put forth the hind legs. We were likewise fortunate with our cocoons, two having burst their "cradles" and sent forth beautiful specimens of months (called butterflies by the children).

Besides this, we had a pet rabbit all during April. The little animal was so tame that he would sit with us in the ring and, indeed, made us believe that he was so still " 'cause he liked our song."

The May program continued in this wise to stimulate interest in life around us. Flowers, birds, May

pole, May baskets and dances, to bring forth the happy thoughts the month suggests.

We dramatized the story of "Little Robin Redbreast and Pussy Cat," also the return of the birds from the south, building their homes, the eggs, baby birds, feeding them and teaching them to fly. "Good Mother Hen" was one of the songs dramatized, as well as illustrated. The caterpillar, his winter sleep and awakening, was also dramatized.

B. M.

We have planted our garden—radishes and peas. The plants which were in the room all winter, we will make into a flower bed. The country is perfectly beautiful. How we have enjoyed the blossoms! We know the different kinds of trees and the children will run from a pear to an apple, to a cherry. The May Day baskets were quite beautiful.

S. M. B.

At Mr. Dunn's request, I packed two barrels of flowers, one of which went to Norfolk street and the other to Sheriff street. All the school helped and my children were delighted. We sent plants (a great many wild ones) and some cut flowers. The reports of the pleasure given to the city children were much enjoyed by mine.

M. E. C.

So far this spring our walks have been productive of very good results, both with regard to the increase of the power of observation in the children and their greater familiarity with the things around them—their names and uses, coupled with an increased tenderness for the weak in all phases of life.

We had a rabbit in the room for a morning and paid visits to another rabbit family, two chicken, and one goat family.

The interest in our apple tree has been kept up by visiting the original, which is now in the blossoming stage; yet to a great extent all other interests seem to have sunken in importance beside that in our "real" garden, where each child, every day, waters and cares for the seeds they set.

The dramatizing that we have done in the games seems to have been a potent factor in encouraging self-activity.

A. M. R.

The children's gardens, so far, are a great success. They have radishes, lettuce and beans up and today we picked quite a bunch of pansies.

One warm day last week we all took our lunches and spent the morning in the woods. The children had such a good time that when we reached the school house again I found it quite a task to make them look presentable. It was well worth while, though, and we will go often.

Our tadpoles are in a lively condition. We raised them from frog's eggs. When I first showed the eggs to the children one boy said, "That looks like mother's spotted veil."

M. E. L.

We took several walks this past month, going in groups of six to the conservatory in the park. The

children were delighted with the fruit on the banana and orange trees. They fed the squirrels, observed the nests in the trees, saw the birds, visited the lake, observing the "circles" in the water when they threw stones in the pond. Sometimes we returned home, walking along Fifth avenue, other times going through the park.

A. B.

Our April "mothers' meeting" was the best attended meeting of the year and the suggestions for home gardens were universally carried out. Nearly every child reports a garden of his own, which he takes full care of. A little later on our excursions we shall go to see the home gardens. Our school garden is small, but the seeds are showing great signs of life. I shall take a package of climbing nasturtiums and morning glories with me this week on our excursion and have the children plant them in unsightly spots, where we can visit them later and see the change a flower makes. The children use correctly the following new words: Seed, plant, earth, air, water, radishes, lettuce, nasturtium, geranium, pansy, violet, buttercup—in fact, all the common wild flower names. I shall bring to their notice the needs of plant life.

G. E. L.

Today (Flag Day, June 14), has been quite a day in P. S. 30. A large flag was presented by the Woman's Relief Corps of the Alex. Hamilton Post No. 182, New York. Our principal requested that the whole school, beginning with the kindergarten and continuing through the school, should greet the flag. It was too dear to see our little ones walk down the aisle of the main room with hands at position (for salute) and then dropped when the flag was approached. As we neared the platform I heard a murmur of "How sweet!" Dr. P. considers that the whole school did remarkably well and smiled approvingly as the babies came down the aisle. He is very fond of our kindergarten and IAs.

Last week we had another experience in the senior department. The 8B boys' class had written a play about the Pied Piper of Hamelin. We were requested to let the kindergarten children take part—it was only a small part—that of following the piper and asking for his pipe. The action was simply to enter, with the piper at one door—run after him through the main room and out at the rear. As the class was small that day, I let them all take part. There was no drilling, only one half-way rehearsal in our room. The children enjoyed it immensely, although they had not heard the story. The effect was good.

G. S.

The last public meeting of the New York Public School Kindergarten Association was held May 20th. Miss Caroline Crawford was scheduled for an address. Subject: "Simple Games and Dances."

We are pleased to announce that Dr. Mary E. Law, principal of the Law Froebel Kindergarten Training School, Toledo, O., will write several articles for this magazine during the coming year.

# SUGGESTIONS FOR VILLAGE AND RURAL SCHOOLS

CONSTRUCTIVE WORK IN THREE DIMENSIONS.

By JENNY B. MERRILL, Pd. D., New York City

One criticism which has been made of kindergarten work is that it tends to deal too much with flat work.

Outlining with sticks and rings, designing with thin tablets, cutting and mounting paper forms, folding, sewing, weaving have been used in the past more than building with blocks, clay modeling and cardboard modeling, or as we now call it constructive work.

I have no doubt that kindergartners settled back upon the first list I have given, because classes have been too large to manage much of the larger material of three dimensions. It is harder to find accommodation in closets and on floors or table space, and yet we know well that such work is more concrete and appeals to childish interests better than flat work. Constructive work has been extended by kindergartners far beyond Froebel's suggestions in cardboard modeling. The regular work laid down in this occupation of cardboard modeling consisted at first of a series of little open top boxes made from different sized pieces of squared paper or cardboard. The children counted the squares on the paper or cardboard each way, and gradually learned the multiplication table by writing the results on the bottom of each little box; for example, suppose the paper was  $4 \times 4$ , then the four rows were counted and on the bottom of the box would appear  $4 \times 4$  equals 16. Some boxes were oblong, some square. It was a concrete, practical way to present the multiplication tables.

Such work was supposed to be done in the "connecting class," not by the younger children, and was extended till the children made hollow cubes, prisms, pyramids and cones. The connecting class was a sub-primary class; primary teachers may find a useful hint here even for their older children.

The constructive work now so popular in many kindergartens is not so formal, but it still remains true that the little paper box is one of the simplest objects to be made, and it never fails to please a child. Now all sorts of odds and ends of materials are used to make simple toys, as pieces of furniture for a doll's house, or any object in common use which appeals to a child. This work is not usually in sequence although several "schools" of constructive work have been invented, notably that by Miss Hoxie and that by Miss Davis.

Plate XVIII, in *Paradise of Childhood*, Jubilee Edition, shows about thirty simple objects constructed by children in different kindergartens. The results are crude, as they should be, but they are very pleasing to a child.

The simplest object is a table, made by pasting a piece of cardboard on a spool. A little brush or broom is made by fringing paper and fastening it to a splint. The box form is varied slightly in several ways and appears as a basket, a cradle, a chimney, a clock, a house and a cage.

A clothes-pin is dressed for a soldier or a doll.

These objects are miscellaneous and others will suggest themselves to the children who are ready to attempt anything they really want to make.

It is the instinct to make that we are training. We should often allow the children to choose what they want to make, select materials, even bring them to school. We should not be critical of crude results.

The children learn the value of different materials and their qualities through using them. For example, after making a miniature May pole, they must consider how to make it stand up. One may suggest sticking it in a spool, another may run to the sand-box and place it in the sand. A standard of clay may be suggested by the kindergartner, or possibly by a child. A box is to be converted into a wagon. How? Let the children find what is needed.

Some of the objects may be painted. Indeed, we find all the various occupations coming into play in constructive work. A stitch is needed here, paste is needed in another place. The barn needs a coat of paint. The wagon needs a string attached. The box may be decorated with parquetry papers so it will "look pretty."

The question arises whether this constructive occupation is not the truly childlike one, the most concrete one, and the one that may gradually lead the child to an interest in learning to paste more carefully, cut more truly or paint and draw well.

Many kindergartners begin at once to make a doll's house leading the children on to assist little by little, day by day. Motive helps in securing earnest workers.

Read the report of Dr. Dewey's recent lecture, reported in this magazine, in which he speaks of Pestalozzi's mistake in analyzing too much into elements, and of the ability of the child to grasp the more complex social situation. The child does not feel or realize the complexity. He finds the parts himself gradually by their very uses.

As measurement is gradually learned and appreciated, accuracy is obtained by drawing to a scale, leading on to the "working plan" in higher grades.

In an article on "Constructive Work" in the primary grades by Miss Julia Cremins which ap-

peared in one of the year books of the Supervisors of the Manual Arts, a plate is given showing children's work in which various kinds of vehicles appear. The plate shows that they have been made quite accurately by use of the ruler in measuring before cutting. Boats, windmills, the swing, the engine, a bridge, cars, autos, a house and its furniture in parlor, kitchen, bedrooms, are all eagerly made by children of the second and third years. As a helpful guide to the teacher Miss Cremins suggests several centers of interest, as Home Interests, Transportation, Amusements, Forms of Shelter. She refers to Dr. Dewey's "The Child and the Curriculum" to indicate the psychological basis for this work.

No book would be more helpful in this constructive work than Miss Bertha Johnston's "Home Occupations for Boys and Girls." A few such objects as she suggests made in school under the inspiration of social life, may start many boys and girls to utilize little odds and ends at home in making really useful things. Even in the kindergarten, tools, as the hammer and saw, have been used, wood becoming a favorite material, but this is rare.

Miss Patty Hill, in the Horace Mann Kindergarten of Teachers' College, has had several simple blocks cut in thin wood which the children can fasten together to make a toy. So also did Miss Haven in the Ethical Culture School. I speak of these less usual results as a suggestion and encouragement for any teachers who may feel inclined "to try their own wings" to fly beyond what may be laid down in the books.\*

The kindergarten stands for growth, for progress, for the exercise of creativeness in the child and in the teacher.

Froebel, in one of his quaint rhymes for mothers, gives the key note to us:

"The things a child can make  
May crude and worthless be,  
It is his instinct to create  
That gladdens thee."

Miss Luella A. Palmer, in a very thoughtful paper on "The Organization of Kindergarten Materials," says: "When a child reaches the kindergarten age, he is ready to use materials in several different ways." These we have already mentioned, but it may be well to reiterate them as we do not wish to be understood to favor crude work indefinitely, but as Miss Palmer says, "If experiment is never allowed, children will not investigate and they will be always helpless before a new problem." In other words they will not initiate, but always wait for direction. But again, "If a child never imitated a copy, nor followed a direction, he would miss some of the uses of the material which he is capable of appreciating, but possibly not discovering for himself."

We incline to emphasize the freer work simply

\*See Teachers' College Record, January, 1914: "Experimental Studies in Kindergarten Occupations."

because it is often wholly neglected. Neglect neither, but do not be afraid of initiative, however crude the first results.

Some kindergartners are having very interesting results by devoting Friday morning, or part of it, to this free constructive work as a sort of test of the influences of the week past. They place several kinds of materials on a side table, as paper, paste, slats, worsted, scissors, etc., tell the children to decide what they would like to make, and help themselves to the things they need to make it.

A few children simply reproduce something made during the week while others modify, vary or start something new. The results are crude in color usually as well as in shape, but they are glimpses into the child's mind. They are valuable as a means of child study. Do not interfere, but if the child feels the need of help and asks for it, give suggestions or ask questions that may lead him to discover the way to accomplish his purpose.

#### PLAY FESTIVAL.

The kindergarten children and teachers of Cedar Rapids, Iowa, held their second annual Play Festival on May 8 at Coe College Gymnasium.

Eleven public schools were represented, including nearly 300 kindergarten children. The large audience of parents, teachers and friends gave enthusiastic attention to every number throughout the program. The following was the program:

Grand March.  
Song of Greeting.  
Spring and Summer.  
Dance of Greeting (Victor machine).  
Games—Cat and Mouse; Old Witch.  
Dance—Virginia Reel.  
Chain Skip.  
Circus.  
Activity Songs: The Swing, Teeter Totter, Boat Song.  
Swedish Dance—I See You.  
Rocking Horse.  
March.  
Indian Dance.  
Dancing Skip.  
May Poles.  
Free Play.

The Twelfth Annual Convention of the Kindergarten Mothers' Clubs and Parents' Associations, of Brooklyn, New York, of which Miss Fanniebell Curtis is chairman, was held at the Brooklyn Training School for Teachers, Park place, near Nostrand avenue, May 5, at 3:45 o'clock. The program included music, an address of welcome by Dr. Wm. H. Maxwell, city superintendent of schools; an address entitled "The Responsibility of Mothers in Relation to Juvenile Delinquents," by Dr. Katherine Dement Davis, the efficient commissioner of the Department of Correction. Miss Fanniebell Curtis, related many items of interest pertaining to Mothers' Club work in Brooklyn.

## HOPEFUL EXPERIMENTS.

MISS JOSEPHINE C. PRESTON

(State Supt. of Public Instruction, Olympia, Washington)

"The Washington State Teachers' Association at its recent meeting, set forth by resolution the paramount importance of the rural problem. Isolation and a want of rural leadership have combined to cause the community life of the rural districts to become lethargic. If we can awaken the community the school will progress, for the school and the community must go forward hand in hand if either makes any substantial gains.

"In Washington we have a consolidation law which is benefiting a number of communities, but when we look at the state as a whole we see that it operates too slowly. Stubborn walls of prejudice and selfishness must be gradually battered down.

"When I assumed the duties of state superintendent, I felt that we must begin to move faster. Yet I realized that public sentiment in the state was not ready for a complete reorganization of the district boundary plan, and a recasting of the present small districts into larger and more economic units. So I outlined a plan of public education by asking each county superintendent to make an advisory grouping of his districts around the natural community centers and begin a series of community meetings of a social and educational nature.

"The Principal of the central school becomes the supervising Principal of the Community center unit. He appoints assistants, and committees to help him carry out the social center program. This plan contemplates for each center an annual lecture, spelling-bee, stock judging contest and a boys' and girls' agricultural and industrial fair. A number of community centers have planned many other attractive features. The number of districts in a community center depends entirely upon the territory and population of the general district in which it is located, just as would have to be the case in a general re-districting scheme.

"Two phases of our community center activities of which I wish to speak briefly are, first, the boy's and girl's contests, and secondly, the campaign for teachers' cottages. We launched, last year, the first state-wide series of agricultural and industrial contests, the best community exhibits to go to the county fairs, and the best four county exhibits in each line to go to the state-wide contest. Approximately 250 community contests were held prior to the state contest and at the state contest, there were exhibits from all but three counties.

The most unique features of our state-wide contest was the contest for the governor's silver trophy cup by terms of three pupils each, one in sewing, one in cooking, and one in manual training. These contestants started and stopped at the sound of the referee's whistle, working two periods a day during the three days of the contest. Thousands of people surrounded the uniform booths to watch these young people strive for championship honors in

producing the three essentials of life, food, clothing, shelter. Next year we plan to enlarge upon the idea of working contests. We feel that by the end of the present year we will have brought this general line of work to the attention of all the people of the state, and that the state will be ripe for federated club work along the government plan. Through these clubs we will be able to carry scientific information home to the individual boy or girl.

"How can we hold good teachers in the rural schools if they have to continue without comfortable or congenial boarding places I was first brought face to face with this problem when a young girl who had come all the way across the state to teach in one of the wealthiest districts in the country of which I was superintendent, and found every door closed to her. One well-to-do farmer objected to taking her because he said he did not want the privacy of his family circle broken into. When I suggested that the teacher would be more than glad to study in her private room if he would put a stove up for her, the man indignantly exclaimed, 'If I found a teacher who thought herself too good to sit with my family circle in the evening, she could not stay a minute in my home.'

"When we were thus cut off from every avenue of escape from the vexing situation, the happy notion came to the teacher of pulling a nearby harvest crew cook house into the school yard and using that for the teacher's residence. One year of this was sufficient to arouse the better nature of the people of the district and the state's first school cottage was built there the next fall."

## Old Umtali, Rhodesia, Africa.

The Magazine is greatly appreciated both by Miss Goddard and myself. Miss Goddard especially has made large use of the songs, and other suggestions, and has won through her work, based to a large extent on your paper, high praise from the School Inspector. Some of the motion songs have been translated into the vernacular and the children are



singing them. I enclose a picture of Miss Goddard's class; unfortunately the picture does not show, as it might, the work, but you may be able to see "stick laying" on the ground.

# STICK LAYING IN CORRELATION WITH DRAWING, PAPER FOLDING, ETC.

ALL children enjoy making objects with sticks, and love to draw. This work can be correlated readily, either by first drawing the design, and afterwards producing it with sticks, or vice versa. Illustration 1 shows a flower pot, No. 2 a simple design, No. 3 borders. By repetition a complete oil-cloth or wallpaper design can be made, as shown by illustrations 4 and 5, but care should be taken not to continue the work to weariness. Angles may be formed with sticks, and afterward drawn, also horizontal lines first laid with sticks, and then drawn. Make ladders, car tracks, etc., as shown by the illustration. Figure 10 shows a paper folding design. This can be made with sticks, and the paper folded accordingly, providing a pleasing design.

These are mere suggestions to be worked out by teachers or possibly children.

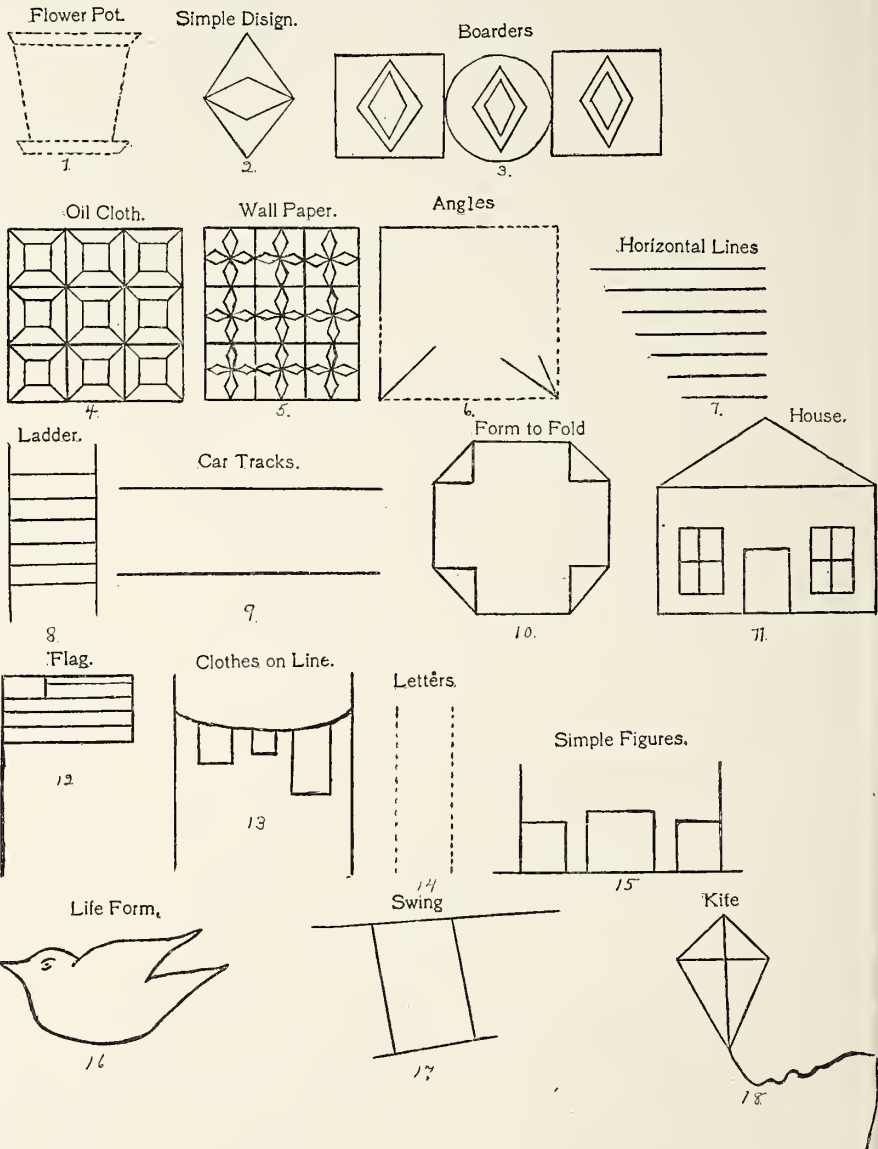
Probably one of the most satisfactory ways of correlating stick laying with occupation work is to use it with paper cutting. Make a simple figure<sup>11</sup> and cut it; a house, the door in it, windows, shutters, a flag,<sup>12</sup> a clothes line<sup>13</sup> with clothes on it (sheets, towels, etc.) Cut the same.

Many times it is impossible to obtain or take the time to distribute so many scissors, and it is almost as satisfactory, and certainly as much practical value, to tear the paper in the form outlined with sticks.

Take five-inch sticks; cut papers the same length, the same number as you have sticks; cut squares two inches in diameter, a three inch circle, using sticks to measure.

Use sticks to make letters (different length sticks.) Cut these letters. Also take a card, and, if possible to, get worsted and needles. Sew the letters<sup>14</sup> or simple figures<sup>15</sup> outlined with sticks.

The form before the child, will make it possible to sew many things without a line or a hole prick to guide him,



Also cut slits in the edge of the cards, and sew figures made with sticks on the desk without needles. A square, triangle, or houses and simple life forms are possible.

Winding the sticks with worsted of the same color is fascinating work to the child, and here, again, shades and tints can be used.

Use strings with sticks to make other forms, such as a swing,<sup>17</sup> or a kite,<sup>18</sup> etc.; also teach knot tying with stick and string.

And so one can use sticks and use them again and again with different kindergarten occupations.

These are only a few brief suggestions left for a thoughtful teacher to carry out, if she chances to read these and be interested.



# AT THE SEASHORE--A THIRD GIFT STORY

With Four Halves and Eight Quarters Inserted--to be Used as a Preliminary to the Fifth Gift

A KIND mamma took her children, George and Ethel, to the seashore one summer. She wished them to find star-fishes and crabs and other dwellers in the sea that they had learned about in the kindergarten, and then, too, she wished them to dig in the sand, and grow strong and brown in the clear, pure sea air.

George and Ethel were delighted to go, not only because they liked playing in the sand and the bathing, but because Aunt Grace and their two little cousins were going with them; besides all this joy, mamma had said they were to occupy two little cottages on the shore, and of course cottages would be nicer than the big hotel.

The party had a pleasant journey on the cars and soon reached the beach. There they found the little cottages standing side by side, ready to receive them (Fig. 1).

Down near the waters' edge stood the two little bathing houses belonging to the cottages. The children kept their bathing suits there. On warm days they sometimes played in the shadow cast by the houses (Fig. 2).

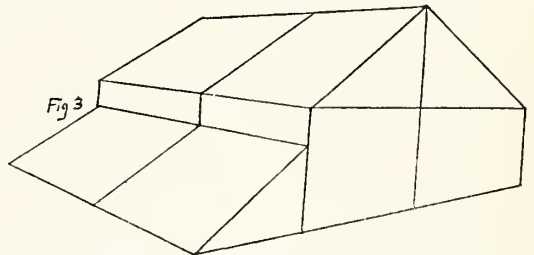
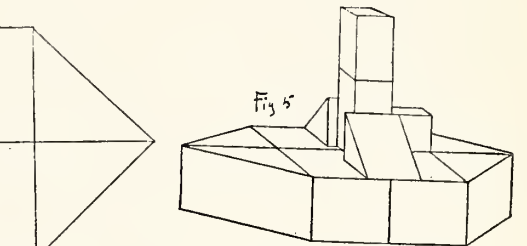
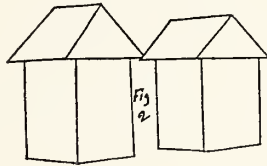
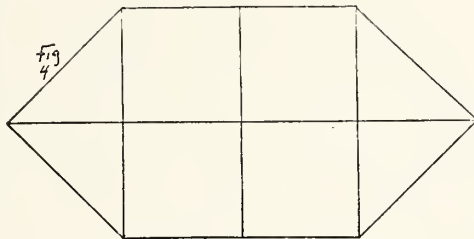
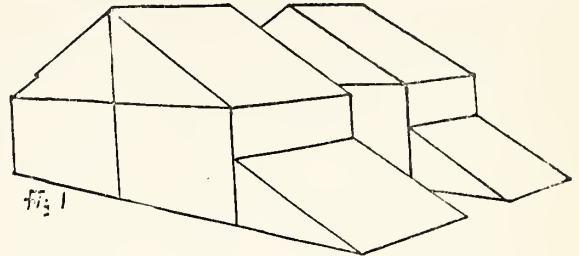
Near the cottages stood the hotel where the family took their meals. It had broad steps going up to the door, and the children used to climb up and down and play upon them (Fig. 3).

Every day, at just eleven, a steamer, the "Sally Anne," came into the dock near the hotel, and brought the mail, and also passengers who came for an outing at the beach. The children used to watch every day for the steamer, and when it came they would go and see if there were any letters from papa. Sometimes papa would come down for Sunday and there was great rejoicing.

The "Sally Anne" had a smokestack like all other steamers of her kind (Fig. 5).

One day the "Sally Anne" brought papa. The children were at the dock ready to receive him, for he had promised them, the week before, that the next time he came to the beach he would take them all to visit a lighthouse which they could see in the distance.

Papa took the children on board the boat, and away they all went down the harbor. The children enjoyed the sail very much. They went all about the deck, and had a near view of the smokestack and the paddle boxes. By and by they came to another dock similar to their own; here they landed and took a small boat owned by an old fisherman, and went out to the lighthouse.



George and Ethel, and their two little cousins, were much surprised to see that the lighthouse was so tall and large; it had not looked so from the beach. The lighthouse-keeper was very kind, and showed them all about the lamp, and about his cottage near the lighthouse, and introduced his little girl who lived with him on the lighthouse island. They climbed the steep stairs to the top, and watched the big waves come dashing in, and the little lighthouse girl gave them some beautiful shells from among her store.

(Suppose you take your blocks and see if you can make the little cottages, the bathing houses, the hotel, the hull of the "Sally Anne" (Fig. 4), and the "Sally Anne" complete (Fig. 5), for the lighthouse-keeper and his little girl.)

Papa and the children steamed back on the "Sally Anne," and all agreed that they had had a charming day.

## NORWALK, CONN.

The heavy floods resulted in considerable damage to the kindergarten conducted by Misses Betts and Byington. Both of the pianos were partly submerged in water, and sessions were interrupted for several days.



## NEW KINDERGARTEN STORIES

### GRANDMOTHER.

Susan Plessner Pollack.

Under the old oak, in front of the little home in the wood, sat Grandmother and knit her stockings. Have you ever seen the dear Grandmother without her knitting materials? I have not! as soon as her feet are out of bed, begins the jingling with the needles and the shaking with the fingers and the drawing of the ball, that the thread is always shorter and the stocking always longer and only late in the evening, when the feet are tucked into bed, does the work cease. Yes! truly when Grandmother's fingers have no sewing to do, then they just knit and knit continuously; Grandmother may be in the sitting-room or garden, she may be sitting before the door, or go walking in the wood. Sometimes the ball falls down and then it runs like a mouse here and there and—well! then it looks badly, all the dried tree-mosses and leaves hang themselves on to it and run with it, but the worst time is when Kitty spies the rolling ball—she comes and if it is from the roof—rushing thither, for she imagines that round thing, that so quickly pops along, is a mouse. Then she plays with the ball, and throws it so long, here and there, that the yarn is completely entangled, then the Grandmother has the greatest trouble to entangle it. But for whom does the Grandmother knit so much? Why! for the grandchildren, and for her dear daughter who is the mother of the grandchildren, who has much other work to do; also for the father of the grandchildren does she knit; and when all these need no more stockings or undershirts, jackets or sweaters, then she knits for the poor. I do believe if it were possible she would knit stockings for the sparrows. My! but that would look droll! So the Grandmother sat under the oak tree in front of the little house in the wood, with her grandchildren. Their names were Herman and Gertrude, but Grandmother in tender love had given them pet nicknames—"Mousie" and "Goldfish," "Bunnie" and "Toosie," and so on. The children loved the place under the oak very much, they only needed to bow their heads to find splendid playthings, the last year's acorn cups and what for beautiful little animals, the dearest ladybugs, and the tiniest, charming minute red spiders, and what delicate moss, quantities of microscopic, tiny trees, yes, there was a regular moss forest there, but the moss forest down below was different from the great forest, not only because it was so much smaller than that, but because the one under the oak made them a regular bed on which the children rested comfortably and found it nice and soft, and on which they often rolled about.

Beside the Grandmother and Herman and Gert-

rude, there were two other friends under the oak, upon the moss bed sat Nicks and Lizzie. Nicks was a black rabbit, with a wonderful shining fur coat; he was, to be sure, a somewhat clumsily made wooden animal, but he did not act a bit woodeny, but looked, with his bright black eyes, all around him, at the world in general—and his ears stood up as straight as two candles, which gave him such a wise appearance that it looked as if he understood everything that was said. The fur skin of his ears was, to be sure, split open and three wired ends projected therefrom, but that did not much matter. Nicks had finished eating his supper; in front of him were a few extra remaining leaves; and now he must smoke tobacco, like Herman's father, when he sat in front of the door on holiday evenings; the boy had put an acorn cup with the stem in his mouth, that was an excellent pipe; Herman called the Nicks his son, which made Herman's parents, Nicksie's grandparents and Herman's grandmother was Nicksie's great-grandmother, that was very easy to calculate. A companion of Nicksie's was Gertrude's pretty doll Lizzie, with the snub nose. Because of the nose she resembled Nicks: Nicks had black eyes, she, blue; he had long ears, hers could hardly be seen; he had a black fur coat and wore a red collar with a little bell. She had on a gay colored dress and wore, as it were, also a red collar, but it was of beads and had no little bells, in a word, Lizzie was no rabbit, but a doll; as differently as the two play companions looked they agreed excellently well together; for hours they could be together, and one heard no quarreling. It happened sometimes that Nicks stepped on Lizzie; she endured it without murmuring. Gertrude had not yet let Herman tread on her with his feet. Of course, such naughtiness never entered the boy's mind, at the most, he gave his sister a slap, could then, however, be certain that he would get it back. The Nicks was on the whole very friendly toward Lizzie. She made believe sometimes that he was her horse and rode horseback on him, he let that quietly happen to him. Usually he let some of his dinner remain over for her. Lizzie, as it were, could not use it, but Nicks did not know that, only Herman and Gertrude knew that people do not eat grass. The children laughed sometimes right heartily over the good natured Nicksie. There were often funny things to tell about Nicks and Lizzie. The Grandmother was usually the first who must hear them, for she always had time for it; the knitting did not prevent her from busying herself with the children; the parents though, had much other work to do, and were not always right there when the children wished to tell something. It was very fortunate for Herman and Gertrude that the dear Grandmother lived with them in the little house in the wood. Before that she had lived in the town and had a school; there a great many little girls and boys had come to her every day, and she had taught them. Now she was not strong enough and could not endure the confusion, the noise, that she

many merry little birds make when they come together, and therefore she had moved up to the two wood birds, Herman and Gertrude, who, to be sure, did not sit as still as mice, but it was only two, and so their racket could not be so bad.

As Grandmother and children sat before the door the little ones must repeat their verses which little by little they had learned. That was always a happiness for the Grandmother, for she now did with her grandchildren what she had used to do with her little scholars. She told them useful things, explained what they did not understand and repeated poetry for them until they could say it too. "You have remembered everything very nicely, my Heartleaves," she said, as she folded the children in her arms. "Grandmother," questioned Herman, looking thoughtfully at her, "why do you always call us your Heartleaves?" "That I will explain to you, my darlings," answered the Grandmother. "Listen attentively to me and you also Gertrude, give attention to that which I will tell you.

"The heartleaves on the plants are the youngest, the smallest leaflets, just as you are the youngest, the smallest members of our family. When the heart-leaves are sick then the plants hang sadly all their leaves, so also are your parents and I sad when you are sick. Children have sometimes, however, another sickness, that is when they are disobedient. Ah! and the disobedience of the children makes the parents much more sad. God keep you from this sickness, my dear little Heart-leaves."

### LAZELL'S HOME

ERTA SMITH

The sun was so scorching hot that no one could easily walk along the roadside. Even in the deep jungle there seemed to come from the ground a sort of damp sickly air full of steaming moisture. Not an animal was in sight for they had sought the deepest part of the jungle until after sunset.

Lazell and his mother found the coolest, shadiest spot and both lay down for an afternoon nap; for no work could be done at this time of day.

It was late when they awoke and as the evening shadows were coming on both started for the bamboo thicket with their knives. Lazell and his mother worked rapidly and soon had gathered as much tough grass and palm leaves as they needed. The bamboo poles were harder to cut and it was long after the moon came up when they finished. The grass and palm leaves and bamboo poles were carried to the place where the father had dug holes for the foundation of a new home. The father set the poles into the holes and the mother and Lazell filled in earth and stones to keep them in place. Across the top of the four poles were tied other smaller ones to help form the roof. Then the grass and palm leaves were packed very closely on the poles and tied in place.

It was a tired, but happy little family who slept soundly

that night under the palm trees on their beds of matting.

Lazell and his mother were busy for several days tying more grass and leaves onto poles which they stuck into the ground to form the sides of the house. When it was finished they thought it the best house they had ever built.

This was not a family of carpenters; they were only Filipinos who live in their own country, an island many miles from here in the Pacific Ocean. Whenever these people get tired of one home, it is an easy matter to find a place to build a new home; for there, in many parts, the land seems to belong to no one, or perhaps we might say, any one.

### PLAYS AND GAMES.

HENRIETTA HARKEN

At the Conference for Kindergarten and Primary Teachers of the North Eastern Iowa Teachers' Association, held in Cedar Rapids, Iowa, April 2-4, Miss Katharine Martin, of the School of Education, University of Chicago, gave a paper on "Plays and Games" for Kindergarten and Primary Grades, after which twenty-five Kindergarten and Primary Teachers participated in a practical demonstration of plays and games as outlined in Miss Martin's paper.

The following points were given special emphasis:

First—The necessity of beginning with the simplest activity and building from that into the formal folk dance or game.

Second—That the kindergartner consult the First Grade teacher and that the two plan together the course from time to time to avoid the danger of over-lapping from grade to grade.

At the same conference Miss Elizabeth Hall, supervisor of Primary Grades in the public schools of Minneapolis, gave a talk on "Language Work in Primary Grades."

Miss Hall emphasized the following points:

1. "Teach the child the correct expression in an attempt to enlarge his vocabulary."

2. She advised the kindergarten teacher not to give long stories to children, short stories are better, stories that come to a climax more rapidly.

3. Kindergarten teachers have not tried to teach the children how to use the organ of speech well, show the children how to use the vocal organs and how to articulate well in order to cultivate a good speaking voice.

Miss Hall suggested a visit to a school for the deaf and to study the methods employed by the instructors there.

Many valuable ideas were given to both kindergarten and first grade teachers.

After the conference the Cedar Rapids Kindergarten Club gave a dinner in honor of the guests, Miss Martin and Miss Hall.

# PLAY SOLDIERS.

Bugle Call

Caro Senour

Musical notation for the Bugle Call, consisting of a single melodic line in treble clef with a common time signature (C). The melody is simple and rhythmic, starting with a quarter note followed by eighth notes and quarter notes.

Here come lit - tle peo - ple from fort and from camp, Marching like  
The bat - tle is on you can hear the loud sound, Of cannons and  
Of course these brave soldiers are just boys in play, They bat - tle and

Sold - iers, o'er mead - ows they tramp, With gun up - on shoul - der and  
Guns in the woods all a - round. And see the fierce fire - and  
Skir - mish like this ev - ry day, Their guns are of wood and their

Sword by the side, While some up - on hor - ses so gal - lant - ly  
Smoke in the rear, As the en - e - my van - ish you hear a loud  
Swords of bright tin, Their drums are a gen - u - ine rub a - dub -

Ride. Now to the left, then it's back to the right,  
Cheer. Then man - y brave sol - dier you'll see on the ground, and  
din. Their hor - ses are pick - ets from grand - pa's back fence. The

PLAY SOLDIERS—Continued

Wait - ing for or - ders to o - pen the fight. Oh my! what a  
 Sur - geons then hur - ry to heal ev - ry wound. They car - ry the  
 Bu - gle that sounds cost the sum of five pence. But my! what a

Sight when their bright sa - bers hum, At the call of the bu - gle and  
 in - jured off, one, two, three, four. But - my! what a sight when the  
 Sight when their bright sab - ers hum, At the call of the bu - gle and

Tap of the drum.  
 Bat - tle is o'er.  
 Tap of the drum.

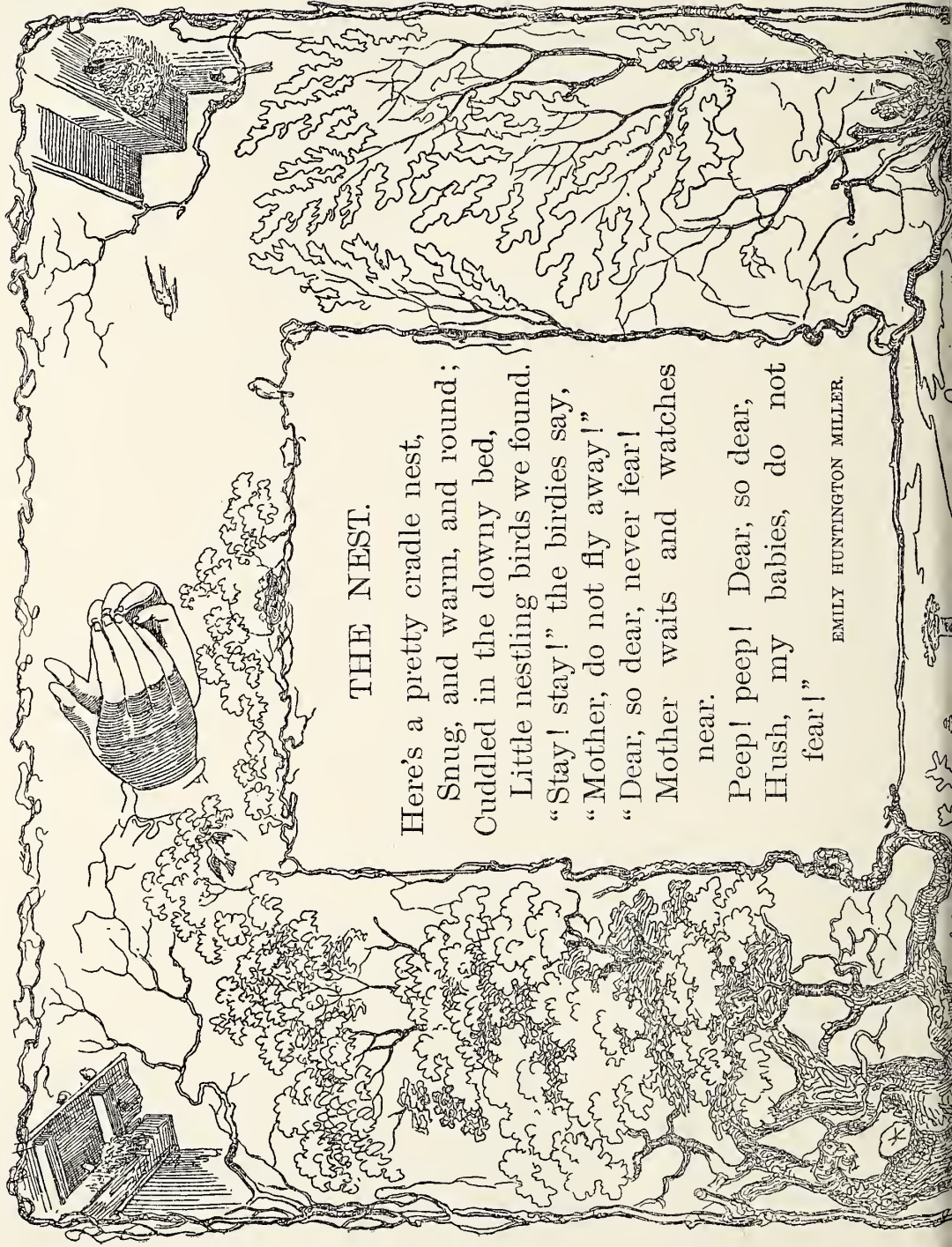
*Drum*

PLAY SOLDIERS

By CARO SENOUR

CHARACTERS—Captain, a large boy; Bugler, a large boy; Drummer, a large boy; Flag-bearer; Soldiers with guns; Cavalry, on stick horses; Surgeons, large boys; Nurses, large girls.

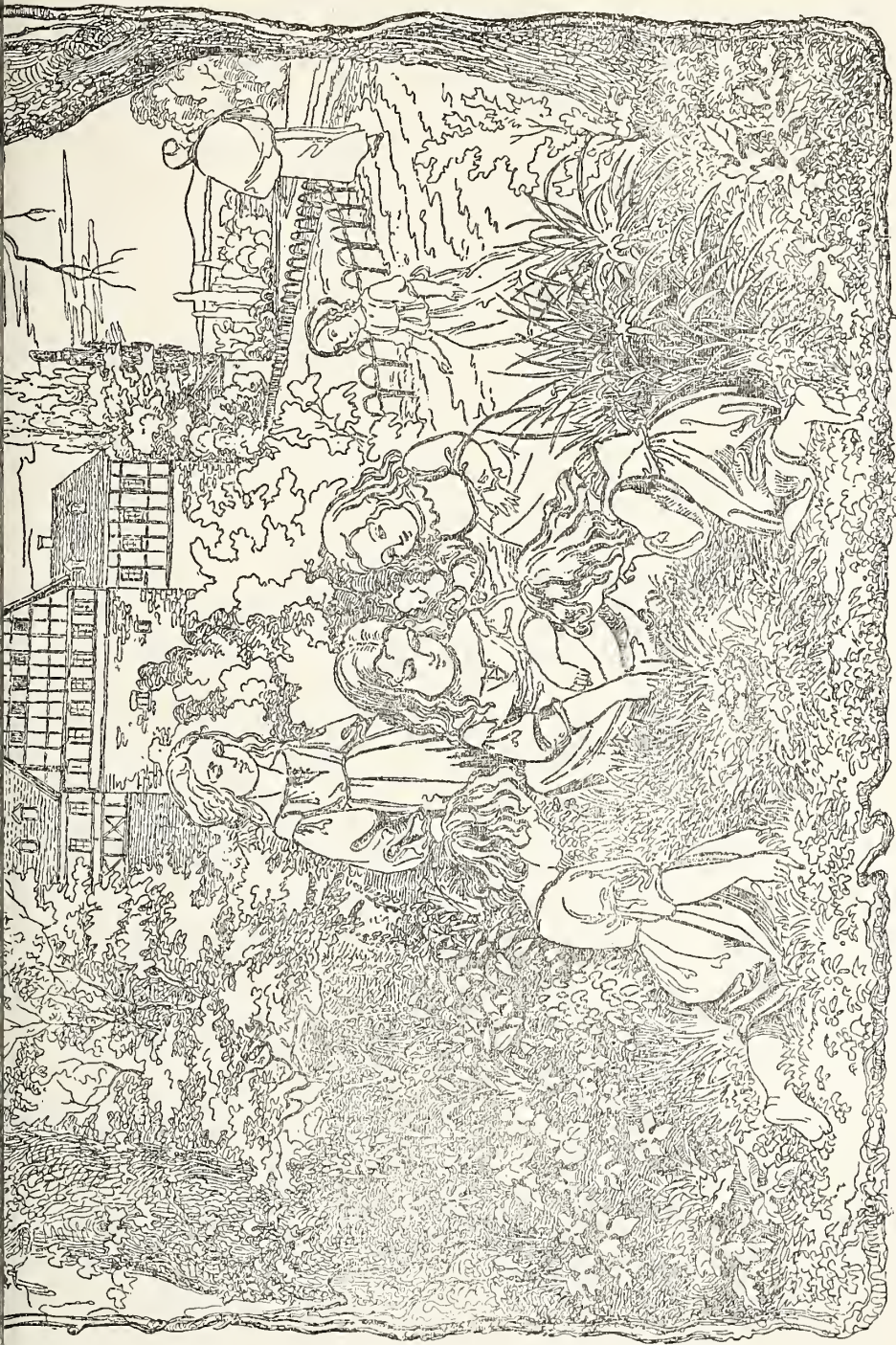
Bugle call—The captain, bugler and drummer take their places first, the captain in the lead, next the bugler on the right and the drummer on the left. At the first bugle call all the children take position, the soldiers march first, then the cavalry. The soldiers should hold their arms in proper position representing "gun upon shoulder," as the soldiers march. The cavalry should step as would the war-horses, keeping time to the music and holding their arm and hand in position as if holding a sword. When all are ready to start with left foot, the bugle sounds again and at the second note or word of the song "come" they all start. The bugler should hold his left hand to his mouth, making a bugle of his folded hand and imitate as closely as possible the call of the bugle as played on the piano by the teacher. The drummer boy may keep time with his drum to the piano accompaniment, but not with the bugle call. At the end of the piece the drummer plays the drum part with only the piano part. The surgeons and nurses do not march in the first part, but sit or stand apart on the battle-field waiting for the call. When the words in the second verse are being sung they come to the center of the battle-field and carry off the wounded, then enter at the words "and surgeons then hurry," etc. All the children march in the third verse, and all sing. They take their seats, or march out of the room at the tap of the drum ending the song-play. The teachers of the day are so well versed in drill work that I offer this only as a suggestion, and each teacher may use her own ideas. I consider this song one of the best means of developing all the members of the body. It keeps the mind busy, the limbs nimble and the child happy, instructing as well as interesting little people. For exhibition day it is a pleasing picture to present to the mothers and grown-up friends. If the children have play-weapons and instruments, they might use them, if care is taken so as not to hurt each other. The pasteboard guns and swords are better adapted to school work of this kind. The little "stick-horses" could be used if desired.



### THE NEST.

Here's a pretty cradle nest,  
Snug, and warm, and round;  
Cuddled in the downy bed,  
Little nestling birds we found.  
"Stay! stay!" the birdies say,  
"Mother, do not fly away!"  
"Dear, so dear, never fear!  
Mother waits and watches  
near.  
Peep! peep! Dear, so dear,  
Hush, my babies, do not  
fear!"

EMILY HUNTINGTON MILLER.

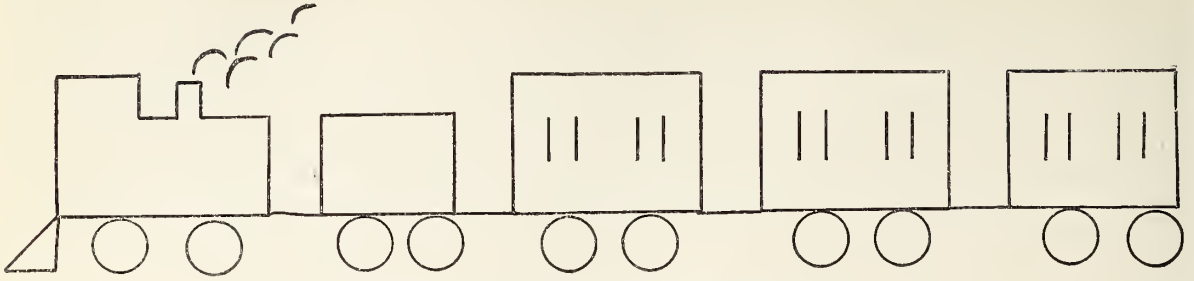


## “THE NEST”

### MOTHER PLAY PICTURE

Kindergarten-Primary Magazine, June, 1914

NOTE—This picture can be detached and placed on the wall or used otherwise in the kindergarten



A Stick and Ring Laying Suggestion

## A GAME FOR TEACHING NOTES

By ANNA SHELLEY

After struggling for several weeks in a vain endeavor to teach the position of notes upon the staff to my little First-Graders, I decided to visit a school in a neighboring city and observe what other teachers were doing to overcome the obstacles that beset their paths. In the first room I entered I found a method in use which I afterward adopted, greatly to my own relief and to the delight of my pupils.

When I told the teacher, Miss K, that I wished to know how she taught the staff, she smiled genially. Turning to the blackboard, on which the staff was neatly drawn, she said:

"Now, children, let us play school for awhile. Who can tell me what school this is?"

Hands went up instantly, and at a nod from Miss K. a dozen children answered:

"The Staff School."

"Who teaches this school?" demanded Miss K,

"Miss Clef Sign," came the prompt response.

"Annie, come and find Miss Clef Sign," said the teacher, and seven-year-old Annie did as requested.

"How many line seats in this school?" queried Miss K. "Can you tell me, Johnnie?"

"Five line seats," rejoined Johnnie, and anxious to display his knowledge, he added, "and four space seats."

"Right," said the teacher, smiling approvingly. "Now, perhaps Flora can tell us how many children attend the Staff School."

"Eight," replied Flora beaming.

"Yes," said Miss K; "and now we will sing their names."

She gave the pitch, and the children sang the scale correctly.

"Sing their number names," continued the teacher, and the little ones sang, "8, 7, 6, 5, 4, 3, 2, 1."

"Sing their pitch names," and without hesitation the pitches were given.

"Now," said Miss K, "we will find where these children sit when in their school."

One by one the children came up and pointed out the various notes, naming them correctly. Then Miss K varied the drill.

"Who is the little girl who sits in a little chair all by herself?" she inquired, and the little folks answered, "Low Do."

"And who is the large girl in the third space seat?"

"High Do."

So the children went on, finding "Little Boy Re" in a front space seat, a large boy "Si" on the third line, a small girl "Mi" in the first line row of chairs, etc. Everyone was eager to join in the game and the few mistakes caused much good-natured laughter. It was evident that to Miss K's pupils Miss Clef Sign and her scholars were very real personages.

When all the notes had been correctly named, Miss K turned to another blackboard. On this board were eight groups of lines and spaces, each group having a single note upon it.

"These are Miss Clef's children playing in the school-yard at recess," she explained. "Now we will play tag with them. Mary, you may be 'it' and see whom you can catch."

Mary caught La, and Fa, and then a new "it" was chosen who captured Re and Low Do. The game continued for five minutes and every note was again found. Never did I see a game of real tag more thoroughly enjoyed.

"I have tried several methods," said the teacher as the children resumed their seats, "but this one of my own invention has seemed to succeed best with the little ones. I call it a game and I think they almost forget that it is a real lesson. If you decide to try it I hope you will report results. I shall be interested to know if it appeals to your class."

A month later I was able to tell Miss K that I had no more trouble with the scale. Miss Clef and her Scale School have completely revolutionized my music class.

—Primary Plans.

## NEW YORK.

The department of kindergarten education has prepared a report of its recent experimental studies, which includes, besides an introduction by Prof. Patty Smith Hill, an article on reasoning in early childhood, by Prof. John Dewey. The experimental studies are contributed by Miss Luella Palmer, assistant director of kindergartens in this city; Miss Meredith Smith and Miss Grace L. Brown, of the department of kindergarten education of the college, and Miss Julia Wade Abbott, head of the kindergarten training department of the Winona State Normal School. The pamphlet is illustrated with a number of cuts showing the activities in the kindergarten of the Horace Mann School.



**The N. E. A. at St. Paul**

We are indebted to Mr. Durand W. Springer, of Ann Arbor, Mich., Secretary of the N. E. A. for the program of the forthcoming meeting at St. Paul, July 4-11, 1914.

Many of the leading educators of America will take part. Among the subjects considered are the Status of Woman; Teachers' Salaries and Pensions; Principles and Aims of Education; Education in a Democracy; and Needs of the Public Schools, etc. There are departments of Kindergarten Education, Elementary Education, Secondary Education, Higher Education, Normal School, Manual Training and Art Education, Music Education, Business Education, Child Hygiene, Physical Education, Science Education, School Administration, Library Department, Department of Special Education, Department of School Patrons, Department of Rural and Agricultural Education, and Department of Classroom Teachers.

The special summer tourist tickets will be in effect during this meeting, and special low rates can be secured from many points.

Following is the program for the department of Kindergarten Education:

**Department of Kindergarten Education**

- President—Catherine J. Tracy, Ethical Culture School, New York, N. Y.
- Vice-President—Lucy T. Ellis, Principal Phoenix Kindergarten, Phoenix, Ariz.
- Secretary—Winifred Ohr, Director of Kindergarten, McKinley School, St. Paul, Minn.

**FIRST SESSION**

The Readjustment of the Kindergarten and Primary Grades to Conform to the Same General Principles—Philander P. Claxton, United States Commissioner of Education, Washington, D. C.

Kindergarten Program Based on Problems Rather than on Prescribed Subject-Matter—Luella A. Palmer, Assistant Director of Kindergartens, Public Schools, New York, N. Y.

**SECOND SESSION**

New Development in Kindergarten Practice—Alys Bentley, Ethical Culture School, New York, N. Y.  
The New Kindergarten—(Illustrated by stereopticon views.)

**THIRD SESSION**

Joint Session with the Department of Special Education and the Department of Elementary Education. (For this program, see Department of Special Education.)

**MT. PLEASANT, TENN.**

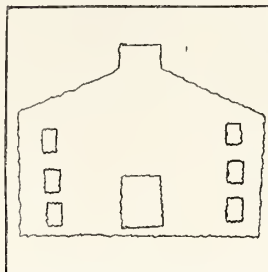
Prof. S. E. Stephens, superintendent of the city schools, has added a kindergarten department to the school, with Mrs. Percy D. Register in charge. This department fills a long-felt want among the patrons of the school, and Prof. Stephens is highly satisfied over its successful operation.

**Fair Haven, Conn.**

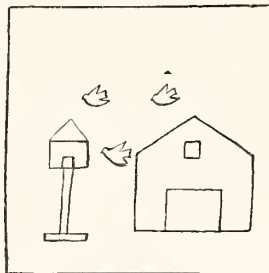
The kindergarten of the Strong School, which has been closed since the fire, was reopened recently in the prayer-room of the Congregational church.

**PAPER TEARING AND CUTTING**

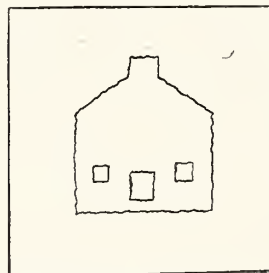
CARRIE L. WAGNER



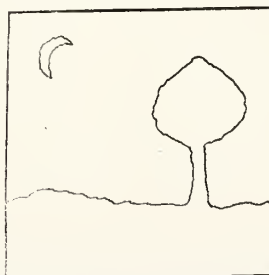
The paper tearing and cutting were done by children five and six years old.



Free hand cutting. White, mounted on gray, was used for this poster.



Torn from brown paper and mounted on white



Paper tearing—White mounted on black.

**FREDERIC, MD.**

Rev. Dr. Thomas Freeman Dixon, speaking in behalf of the free kindergarten of this city, said that it did not interfere in any way with the public school work, but might be said to be a preliminary to public school work. With a view to acquainting the public with the work of the free kindergarten, he has asked permission to make an exhibit of work by the kindergarten pupils at the public school exhibition to be held in the near future.

# NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

By Laura Rountree Smith

## Scale Song.

Glad vacation time is coming,  
In the merry month of June,  
We will say good-bye to lessons,  
For vacation's coming soon.

'Tis June time on the river,  
And June time on the hill,  
'Tis June time in the garden,  
And June time by the mill,  
'Tis June time in the orchard,  
And all the world is fair,  
'Tis June time in the meadow,  
And June time everywhere.

## SEE-SAW GAME.

(One child runs up and faces the children who are in their seats. She sings.)

The two children standing in front now repeat the song No. 1, and another child runs up and joins them, and they all sing the chorus. This may continue until all the children are standing, they then repeat chorus and run to their seats.

The game may be played outdoors, the children standing in two lines. Those in the first line may sing the verse, and a child may come over to their line, and all wave arms up and down and sing the chorus.

Those in the second line may next sing the verse and a child from the first line come over, etc. This may keep up until all the children in each line have changed places. The last time they repeat the chorus, all the children in the first line change places, with the children in the second line, and they march right and left, waving arms as the

L. Rountree Smith      Sea Saw Game.      Kromer.

On the sea-saw who will go? In merry, merry June,  
Riding high and Riding low, In merry, merry June,  
Chorus--  
Sea-saw, sea-saw, Happy as can be, Sea-saw,  
sea-saw, By the cherry tree.

## No. 1.

On the see-saw who will go,  
In merry, merry June?  
Riding high and riding low,  
In merry, merry June.

(Any child runs up and stands beside her. They both sing now with arms raised and lowered, and all the children in the seats join the singing, with arms also extended, raised and lowered to imitate a see-saw:

## CHORUS.

See-saw, see-saw,  
Happy as can be,  
See-saw, see-saw,  
By the cherry tree.

game ends.

This game is to develop strength in the arms and give a free imitation of a see-saw.

## A RECITATION FOR FLAG DAY.

(The children peep over a large shoe constructed of a frame-work draped with a flag. The children all carry flags. The Old Woman stands in front of the shoe.)

Children—

Wave the red and white and blue,  
Side by side wave the white flag, too;  
Peace for me and Peace for you,  
And for the Old Woman who lives in the Shoe!

Old Woman—

I had so many children  
I didn't know what to do,  
And we were quite unhappy,  
While living in a Shoe,  
But on the eighteenth day of May  
We helped to celebrate Peace Day!

Song—Tune: "Comin' Through the Rye."

(The children all sing, waving flags, and little recitations from Mother Goose may be given in connection with this little play.)

Oh, we all are very happy,  
As the flags we bring,  
Wave the bonnie flag of freedom,  
Of sweet Peace we sing,  
Wave the white flag o'er all nations,  
Pray that war shall cease,  
And now beside our bonnie banner,  
Waves the flag of Peace.

#### A LITTLE JUNE PLAY.

Children in seats—

June time, June time,  
Hear the glad refrain,  
June time, June time,  
Vacation's come again.

Child with a book—

That is all very well for the girls and boys,  
But what's to become of the school-books and toys?

Child with toy mouse—

Then what's to become of the school-room mouse,  
When all is still in the old school house?

Child with clock—

And what will we do when the clock runs down?  
It will be the quietest place in town.

Child with chalk—

And what will become of the box of chalk?  
We will miss the children with laughter and talk.

Child with eraser—

The erasers will hang side by side, as before,  
And wish it was time for school once more.

Child with bell—

I think I'll forget to sing my song,  
I will practice a while, ding, dong, ding, dong,

Child with basket—

My basket will be empty all summer long,  
I will help you sing your song, ding, dong.

Child with pointer—

I'm a pointer, I'll tell you what to do,  
We will play we arc having vacation, too.

All who have taken part—

Good-bye, little children, good-bye to you,  
We are glad of vacation, we like it, too,  
And since it is not against the rule,  
Some day we will play at keeping school.

Children in seats—

Good-bye, good-bye, we hope you remember,  
We will come back again in happy September,

#### THE SWEET PEA GIRLS.

(These little girls wear green tissue paper dresses and caps of pink; they nod as they recite.)

The Sweet Pea girls are coming soon,  
In the merry month of June,  
Though the Sweet Pea girls are shy,  
You will see them nod as you pass by. (Nod.)

The Sweet Pea girls wear caps, you know,  
Of many colors they all grow,  
To tell the news they often try—(face in),  
'Tis a secret, too, from you and I!

The Sweet Pea girls all form a ring (circle round)  
They dance about and softly sing,  
'Tis fun to wear bonnet and light green gown,  
We are very glad we have come to town.

#### BLACKSMITH PLAY.

Hear the Blacksmith's anvil ring, (strike fists),  
Cling, clang, cling,

See the fire burning bright,  
Hear the anvil ring, (right hand to ear);  
See the horses in a row, (raise hands),  
To the Blacksmith they must go;  
Cling, clang, cling, (strike fists);  
See the horse-shoe small, (thumb and fingers together),

Shoe the white horse, shoe the gray mare,  
Shoe the small pony and all. (Count off three fingers.)

#### GOOD CHILDREN.

(Three children stand in a row, the Owl wears a paper mask. He stands in front of the three children and whirls around.)

1st. In the morning as you see,  
We wake up good as good can be.

Owl. Tu whit, tu whit, tu whoo,  
Can that be really true?

2nd. At noon as often as we're able,  
We sit politely at the table.

Owl. Tu whit, tu whit, tu whoo,  
Can that be really true?

3rd. At night we go alone to bed,  
For "Have no fear," dear mother said.

Owl. Tu whit, tu whit, tu whoo,  
Can that be really true?

1st, 2nd, 3rd—  
We arc really quite grown up, you see,  
That's why we are good as good can be.

Dr. Jenny B. Merrill has been invited to deliver the graduating address to the graduates of Miss Mary C. Mills' Kindergarten Training Class in Bridgeport, Conn., on the evening of June 5th.

## WASHINGTON, D. C.

The Bureau of Education recently issued a bulletin on "Present Status of Kindergartens in the United States." The material for the bulletin has been prepared with the co-operation of the National Kindergarten Association, and could not have been prepared at this time without this co-operation. Commissioner Claxton says he believes the bulletin will be very helpful in bringing about a better understanding of the kindergarten and the extension of it in the United States. Other bulletins on the kindergartens, to be published by this bureau, will show the importance of the kindergarten in the education of young children and the beneficial effect of this work in the higher grades and throughout life.

Dr. Claxton also says he wishes to take advantage of this opportunity to express his appreciation of the co-operation of the National Kindergarten Association in this important work. A copy of the bulletin will be sent upon request.

The Neighborhood House Kindergarten Association made a net profit of \$750 on the first presentation of "Fannie's First Play," at the Belasco, February 23, under the direction of Miss Agnes Hart Wilson and Miss Genevieve Clark.

## NEW KINDERGARTEN BUILDING.

The many friends of Miss Lucy Wheelock, of Boston, will be pleased to learn that she has purchased a lot on Brookline avenue, between Pilgrim road and River-way, in that city, and is preparing to erect a four-story building thereon, to be occupied by her as a residence and kindergarten training school, with class rooms and dormitories sufficient to accommodate at least 60 pupils. The construction will be hollow terra cotta blocks with stucco exterior trimmed with gray stone. The general character will be restrained French gothic.

## JACKSONVILLE, FLA.

The March meeting of the La Vailla Kindergarten Mothers' Club was held in the kindergarten on Tuesday afternoon, March 24th.

## KINDERGARTEN MEETINGS

## GALVESTON, TEXAS.

The Annual Tag Day campaign conducted by the Lasker Home for Homeless Children and the Johanna Runge Free Kindergarten, took place April 4th. 30,000 tags were provided for the occasion.

## BANGOR, ME.

The fifth meeting in the course of kindergarten mothers and their friends was held March 25 at Bangor High School. Mrs. Deborah Knox Livingston delivered an address on Parents' Problems, dealing especially with three points: First, thrift, how it may be taught without teaching love of money; second, obedience, whether it shall be obtained by tact, habit or by punishment; third, self-control, when it shall take the place of parental control.

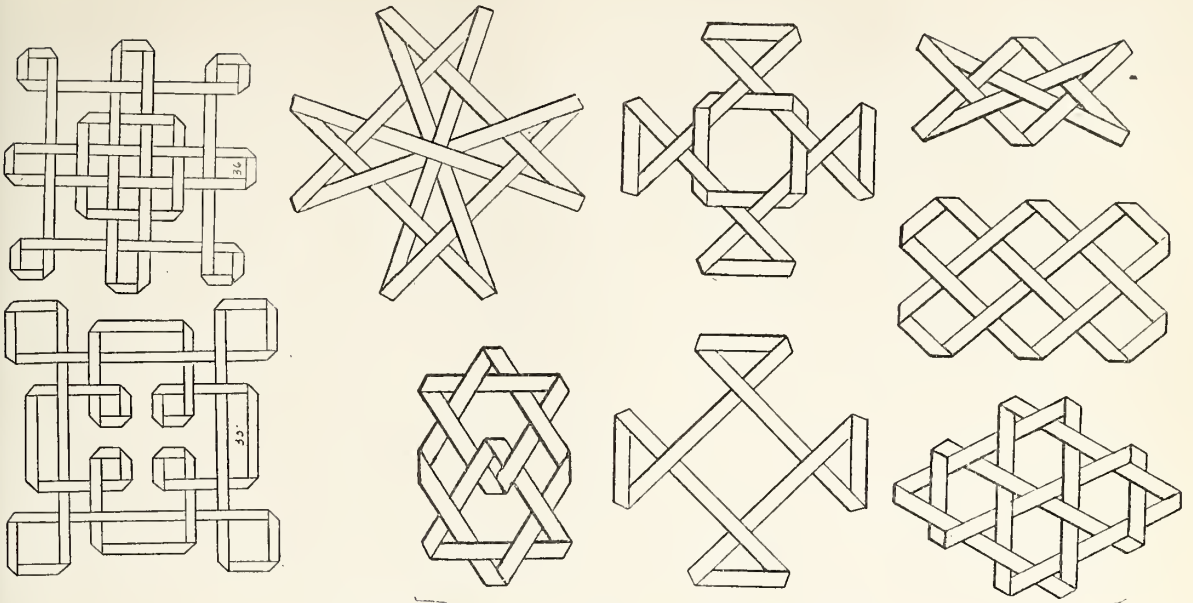
## LONGMEADOW, MASS.

At the meeting of the Women's Club, March 18th, Miss Hattie Twitchell presided. A most interesting program was given. Miss Twitchell presented the subject of the International Kindergarten Union convention in Springfield April 20, for the week, and expressed the wish that the club might be one of the clubs and associations to give formal welcome to the visitors. The club voted in favor of this proposition. Miss Twitchell expressed a wish that the club might entertain the hospitality committee and certain number of guests on Monday of that week.

## PITTSBURG, PA.

The Mothers' Club of the Lawrence School, Thirty-seventh and Charlotte streets, composed of mothers of the kindergarten children, entertained the Mothers' Club of the Washington and the McKee schools recently. About 80 were in attendance. Miss Gertrude Magee sang and Miss Gertrude Blanchard, of the Central Carnegie Library, gave a talk on "Children's Books." Miss Sanderson, from the Tuberculosis Hospital, talked on "Hygiene." Miss Sarah Boyd, director of the kindergarten, was in charge. Refreshments were served.





A Few Suggestions for Paper Interlacing

#### A HELP FOR PRIMARY TEACHERS.

ALICE SMITH ANDERSON.

The following plan which was devised by a successful primary teacher can not fail to interest the children: A box was fitted up with shelves and placed against the wall in plain view of all the class. Toys of various descriptions, such as dolls, tin horses, dogs, cats, and other animals, spoons, dishes, doll furniture, doll clothing, etc., were brought by the children and the teacher; the shelves also contained apples and other fruit, nuts, candy in bottles, spices, corn and other grain, and many things mentioned in the readers. It looked like a veritable store-house when finished.

The names of all the things were written on squares of cardboard with a thread drawn through each, and then placed in a small box. If the teacher wished them to learn some new words, she would distribute the desired words among the children and have them place their squares on the right objects. If a review was in progress, they played the game of "Labeling Goods," as the children called it. Each child drew a word from the box; then he fastened the square to the object whose name had been drawn. Strict account was made of all words which were placed correctly, and the winner was announced at the close of the game. The labeling can be kept up as long as time will permit, or until every word is learned.

In teaching numbers, it was also a great help. Numbers were written on paper and pinned to the articles, the numbers representing the price. A figure 5 would mean five cents, and so on. One child at a time serves as clerk. A child asks to buy a doll. The clerk would place it before the customer. Unlike the ordinary rule, the buyer would have to name the price himself. If the child could not do this, he had to go and sit down without purchasing a thing; if, however, he was able

to name the figure, he could keep buying until he missed. Each child tried to buy the most things. Of course, everything was replaced when the lesson was over.

The store furnished many lessons for the language class. They often wrote descriptions of the things it contained, and they proved to be accurate and interesting because the objects were always before them.

Models for paper-cutting and drawing were also secured from this convenient place.

Other uses might suggest themselves to the ingenious teacher who decides to use this plan.—*Primary Education*.

#### THE KINDERGARTEN PRIMARY MAGAZINE IN CHINA.

Chinking Girls School, Chinking, China,

January 11, 1914.

"I want to assure you of the great benefit your magazine is in our kindergarten work. China, though fast growing in that line, has little yet of real help for workers, but I fancy no nation has had a more rapid growth in appreciating what the kindergarten means to its children, and because of this, such real value as your Kindergarten Primary Magazine is doubly appreciated.

"Fortunately our teachers understand English well enough not only to use the helps, but often to translate and adapt the work to China's needs."

MISS FLORA M. CARNCROSS,

Prin. Chinking Girls School.

#### STRATFORD, CONN.

Miss Elizabeth Rogers has opened a kindergarten at her home on Sutton avenue.

TOY MAKING IN THE KINDERGARTEN  
(Continued)

Fig. 5 shows a thimble case made out of a walnut shell.



FIG 5

The shell is cleaned and then lined with a piece of velvet; a piece of ribbon to match is glued on the back of the two shells to form a hinge, the ribbon being left long enough to tie in a neat little bow in the front.

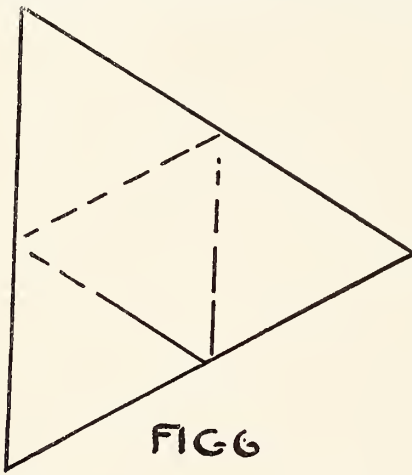


FIG 6

Fig. 7 shows a pin-cushion made from a piece of triangular cardboard.

Fold each corner over to the opposite side, and the three creases shown by the dotted lines will be obtained. (Fig. 6)

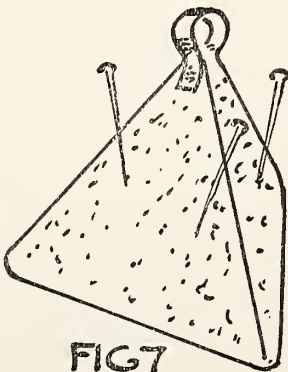


FIG 7

Odd pieces of silk or velvet should now be got out for the covering.

Cut the material the same shape but a little larger for the sewing.

Fold the corners of the cardboard together and tie them. Paste the velvet on the cardboard and when quite dry, sew the edges together.

A loop of ribbon should be sewn on the one corner so that the pin-cushion can be hung up.

Fig 8 shows a model broom.

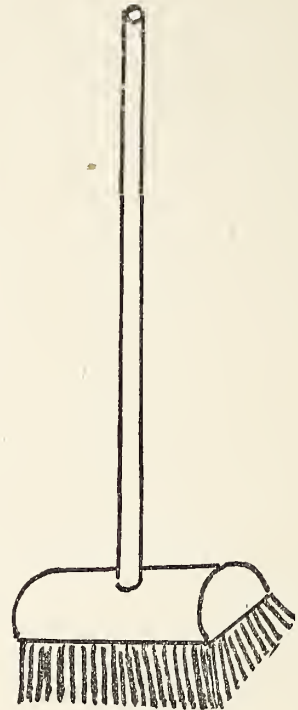


FIG 8

The handle is made out of an ordinary wooden skewer. A large cork cut down the middle will make the head and the hair is made of stiff black and white thread set in canvas, being fastened in the same way as the strands of wool are done in rugmaking.

The Department of Classroom Teachers, will hold its first meeting at N. E. A., St. Paul, and will provide an opportunity for such teachers to have a place within the Association for the discussion of educational and professional problems pertaining to them. The term Classroom Teachers includes the teachers of the entire twelve grades. The subject of the first session will be the Report of the Committee on Teachers' Salaries and Cost of Living, and the second session will be given up to the question of industrial training. These discussions will be from the classroom standpoint.

The fourth International Congress on home education will convene in Philadelphia September 22-29.

The first Congress was held in Liege in 1905; the second at Milan in 1906; the third in Brussels in 1910; and the fourth will be in Philadelphia, 1914, under the patronage of Mr. Woodrow Wilson, President of the United States.

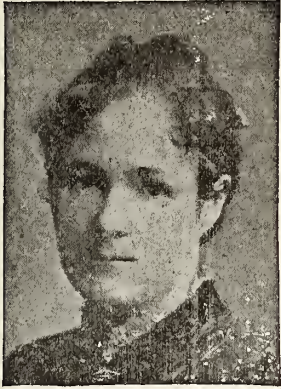
# THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

**THIS COMMITTEE OF THE WHOLE**, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergarten—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,  
389 CLINTON ST., BROOKLYN, N. Y.



## Committee of the Whole

To the Chairman of the Committee of the Whole:  
I saw the accompanying verses in a school journal and it occurred to me that they contained a thought for discussion at a Mothers' Meeting. What do you think?

### A New Hoop

Roll a hoop, bowl a hoop,  
On a windy day,  
Up the road and back again,  
That's the way to play.

If a hoop you haven't got,  
Never cry at that;  
Do as Jack and Sissie did—  
Try your sailor hat!

Bowl it up and bowl it down  
With a stick of wood,

Hoops are good, but, if it's dry,  
Hats are just as good. (Adapted)

C. E. G.

I wouldn't want my child to receive such a suggestion. He is already sufficiently destructive.

Member Consumers' League.

Certainly it is the aim of all thoughtful kindergartners to awaken in the children initiative, inventiveness, and the power to perceive and develop everything that their environment affords for either use, beauty or innocent joy. But another aim of the teacher is to train the child to respect labor and the products of labor; to appreciate all the efforts made by its parents to give it food, clothing, shelter and pleasure, and for the teacher to suggest the use of a hat as a hoop is to run directly counter to the inculcation of right ideas upon this subject. The average child is likely, as hinted at by the writer above, to be sufficiently destructive or heedless about the proper care of its belongings, without a teacher deliberately putting such notions into its head. Discrimination is one of the important faculties to be developed and trained and the distinction between use and misuse cannot be too early taught.

To the Chairman of the Committee of the Whole:

I would like to call attention through your columns, to a book that will be very valuable to mothers and

teachers, especially to those who cannot draw very well, free-hand. The title, altho in German, need not discourage, for the drawings, are understandable by dwellers in all countries, no matter what tongue they speak. The volume, called "Formenschatz für Mutter und Kind" is compiled by Elisabeth von Busse, director in the Pestalozzi-Froebel Haus in Berlin, and is dedicated to Frau Schrader. It offers 269 outline drawings in ink, including leaves, blossoms, roots, fruits, berries, nuts, vegetables, cereals, branches, foilage, furniture, vehicles, boats, dishes, cooking utensils, farm and dairy tools, heads, claws, legs and limbs of animals, birds of various kinds, fish, insects, reptiles, quadrupeds. These drawings, as said above, can be understood without text. The latter is in German, and gives suggestions for self-instruction in drawing, and for drawing from Nature, from plant life, animal life, and the like during the four seasons. One chapter gives points for the art education of the child, and another one is devoted to drawing instructions in kindergarten training schools. A new and fuller edition has recently been published. The first one appeared in 1901. Published by R. Voigtlander, in Leipzig.

For those who do not read German we would call attention to the desirability, in accordance with the instructions contained in the book, of practice in drawing from the real object before using the pictures in the book. A few of its drawings in perspective will assist the novice in such work.

The Jenny Hunter Kindergarten Alumnae Association closed the year with a social meeting and luncheon at Rose Garden Tea Room on May 23. This event is always one of the most pleasant of the year.

After dinner speeches, review of the year's work and forecast of the work of the coming year.

This is the largest and one of the most popular of our Kindergarten Alumnae Associations.

Miss Hunter's address is always one of good cheer. She deems it the Kindergartner's duty and privilege to shed sunshine upon all.

The Altoona, Pa., high school serves lunches to 1,500 students at a cost of seven and one-half to ten cents. There is a net profit each year of about \$400.

## MOTHER PLAY—THE NEST

(From the German of Friedrich Froebel.)

BERTHA JOHNSTON

Motto for the Mother:

"It delights the child to see the love of children for their parents shown in pictures.

If you would thus bless your child

Let this picture oft renew his pleasure,

In order that what is true in life

May become clear to his heart."

The position of the hands in playing this little game, is plainly indicated in the picture. The mother or nurse will at first play it alone; later, urged by the imitative instinct, the baby will want to do it himself. It needs but to add, that, in the beginning of the little play, both thumbs are so turned down and in, that only the last joints are left visible, to represent two eggs, in the nest. When the words of the song suggesting the appropriate action are reached, the thumb-tips are raised in imitation of the necks and heads of the two birdlings—and again, the thumbs move as if the birds were seeking the mother.

As, with thoughtful observation, you slowly follow, step by step, the unfolding of your child's life, you know, that, not directly, nor at one stroke, is awakened in him a sense of the inner connectedness, the unity of all life; still less a presentiment of the one eternal source of all life—God—that in and of itself, only good. Although deep and secure in his inmost soul, lie the conditions of such a consciousness, the child grows to it by small and feeble steps, and a gentle hand must lead him. The way lies through a thoughtful, sympathetic observation of Nature and of human life and of the fostering spirit throughout the child's peculiar affectional life, his imitative period.

In this little play, and by means thereof, you enter, with true maternal feeling, upon the first of these paths. You are led to this by the presentiment, the feeling, that your child has a prophetic sense of the oneness, the inner connectedness of Nature. In what more vital way, in what more beautiful shape, can we appeal to this intuition of the unity of life than by means of a bird's nest, with the wee nestlings?

Think of the nesting-time—the springtime—when Nature first begins to unfold. In this beautiful season, springtime and summer offer everything for the development and the strengthening of the young birds, and the necessary nourishment increases with their increasing needs. And when raw autumn and frosty winter have come, the nestlings are strong enough to seek their own food and either to endure or to escape from them.

Think too, of the places where the birds nest. Just where the old ones find the most food to satisfy their own parental instincts and the hunger of their young. In the neighborhood of human dwellings are innumerable insects, flies, gnats, spiders; there, on one of the houses, between the rafters, is

the little nest of a sparrow; and on the other house a swallow's nest. In the hedge, so rich in insects, is the nest of a robin, and of a hedge-sparrow. While in the wormy, hollow tree is that of titmouse, and the stork's nest is found in a locality where frogs are numerous.

As important as time and place, is the peculiar style of nest-building. The finch's nest, between the branches of the apple-tree, is scarcely to be distinguished from the bark. And the nest of the long-tailed titmouse resembles a bundle of moss, that this mimicry may ward off danger as much as possible.

Above all, however, the helplessness, the nakedness and softness of the young creatures, awakens the sympathy of the child. Does not all Nature seem to lovingly conspire, to foster and protect them?

"Mother, Mother! just see the nest full of young birds, which these children have found here! It is fortunate, too, that they have come, for the little birds were quite alone—the parents had left them. How I pity the poor little things."

"You are mistaken, my child. The mother is away seeking little seeds and gnats to feed her little ones. She will soon return. And just see the father-bird, how quietly he seems to sit on the bough of the tree and how steadfastly he looks down to see that the strange little guests do not harm his children. And notice, too, the other father-bird up here; he sits close to his nest like a careful soldier on guard, and here the happy little mother comes, bringing food. While the mother flew after food, and the father kept guard the friendly sun shone warmly into the nest, and cared for the little ones, like the mother herself. Just see how comfortable and happy are the little ones. And the other mother-bird, that you cannot see by the other nest, and which the birdlings, too, cannot see, she is thinking all the time of her children, and wherever she flies she says to herself:

"Could I find a berry small, twit, twit, twee,  
For my nestlings in the tree,  
How very happy I would be.  
Twit, twit, twee."

My dear child

I cannot always be with you,  
But then you must not cry,  
For you remain my darling still  
E'en tho' away I fly.  
Where'er I be, whate'er I do,  
I always, always, think of you.

But even when I go away,  
You're not alone, my dear,  
As long as round you shines God's sun,  
So warm, and bright, and clear.  
But remember, cry not my little one,  
Such crying loves not the cheerful sun"

"O Mother, mother, how dear you are!  
Nothing than mother-love is more dear."



### Addition to Mother Play for Grade Teachers

Some hypercritical acientists might object that we are giving the children false notions in suggesting that the sun cares at all whether children are good or bad—and that the fact that insects are most plentiful when the birds most need them is rather hard on the insects.

But the crying child is akin to weeping Nature, and the cheerful sun and the tearful clouds are certainly not often seen together, so that the little one can be helped to feel that there is at least a poetical metaphor in the statement that sunshine likes not tears.

We can ourselves look upon Nature either as friend or foe and we can help the child to one or the other point of view. As fast as we learn to understand the powers and the laws of nature, to control them, and obey them, we find that they are of service to us. We can illustrate life either by pointing out that the big fish live by feeding upon the little ones, or, we can show that co-operation is also a living principal throughout nature and that by combining, the tiny blossoms that form the head of a composite flower succeed better than they could singly, and that because the clover offers its pollen to the bee, and the bee transfers the clover's honey to the next flower, both bee and blossom are profited.

The essential unity of all life is illustrated for the adult by the laws of evolution, and of interaction of environment upon the subject and the subject upon his environment. Changes in climate modify the external characteristics of man, and he, by planting, by tunneling, by hewing of the forests, modifies his surroundings even to the extent of making the desert blossom as the rose. A reading of Drummond's "The Greatest Thing in the World," will help the teacher to realize that of all the forces in the world, that of love, of nurture, of the brooding, fostering instinct is the greatest, and works the greatest miracles. Death and decay and struggle are all a part of Nature, but stronger than these, triumphant at the last, are the forces that make for life, and growth and co-operation.

After studying the picture the grade teacher can suggest that the children make bird houses of blocks, and nests of clay. She may let the children select grasses of different kinds, and try to weave them and so better appreciate the wonderful skill of bird. Talk to them of the various ways in which animals show their love for the young. In case of danger among wild horses or cattle, all the young and the mothers are placed in the center of a ring, while the fathers form in circle on the outside toward off the enemy. Among some birds fathers and mothers take turns in sitting on nest. Among the bees and ants are those that care for the eggs and the young. And now, we ourselves in war, send nurses to tend wounded of both sides.

Let the children tell of the different ways in which their own parents show love for children. Providing clothing, food, shelter, sending them to school.

The special point made by Froebel is the nurturing spirit that animates all Nature. Help the children to feel that life is found in all environments; sun, rain, heat, cold, under all conditions some life is found.

Altho the parent birds are at a distance from the home the child is helped to realize that seperation does not necessarily mean lack of sympathy or love but sometimes just the opposite.

### MISS WHELOCK'S ANNIVERSARY AT HOTEL SOMERSET

SUMMARY OF ADDRESS BY MISS WHELOCK

An anniversary is a turning point in the progress of the years. It is a time for looking backwards and for looking forwards. Out of the past we wrest our faith, Old times will always be good old times, as we recall the way our feet have trod, and the loyal and loving friends who have accompanied us. We know the hand which hath led us, will lead us on. We can trace the pathway of many years, winding sometimes into devious ways, sometimes into the valley of shadow, sometimes into a troubled land, but always on and on towards some height of achievement.

To-night as an Alumnae Association we stand upon a Mount Pisgah and look backward over a quarter or a century of educational progress, glad for all the landmarks by the way.

But we also look forward into the Promised Land. "The best is yet to be" says the poet Browning. The vision of the promised land is always ours to lure us on.

Without a vision a nation must perish. Without a vision our hearts would fail.

In spite of apparent failures of cherished ideals, in spite of wars and rumors of wars, we know that a noble army of men and boys, the matron and the maid, are forever and every where climbing the steep ascent of heaven, even through peril, toil and pain, and so our vision is unclouded and our faith serene.

For all the companions and friends who have journeyed with me these twenty-five years I am grateful, for all the tributes of love and affection my heart is filled with thoughts which lie too deep for tears.

With you I look backward and with you I look forward.

As my contribution to the cause of education, as a pledge of my hope for the future, I announce to-night the erection of a new school building in the Fenway to be devoted to the service of childhood and to the advancement of the Kindergarten.

This building has been made possible by the interest and co-operation of many members of the Alumnae. I hope that thro' the same spirit of sympathetic co-operation it may be a permanent monument to our belief in the educational message of Froebel.

The building is to stand on a corner where many people will pass, a constant reminder, I may hope of the ideals for which it is erected.

Over the doorway moulded in imperishable stone will be the figure of Froebel with three little children.

May this figure speak eloquently for many generations of the value of a life devoted to the regeneration of huminity thro' a right education of little children.

May it proclaim our faith that in the onward march of the world the banner of the Prince of Peace must lead. On this banner is inscribed. "A little child shall lead them."

In connection with the school a Child Welfare Course is to be established which will extend the scope of training, and offer an opportunity to prepare for larger service.

The welfare of all children every where is our concern, for it involves the welfare of humanity.

## INTERNATIONAL KINDERGARTEN UNION.

Its 21st Annual Convention at Springfield, Mass.,  
a Decided Success.

The 21st annual meeting of the International Kindergarten Union was held at Springfield, Mass., April 20-25.

Board meetings were held at 10 in the morning and at 2 in the afternoon, of the first day. The Committee of Nineteen met at 8 in the evening.

A large number of the delegates were entertained in the afternoon at the homes of five members of the Longmeadow Women's club. The receptions were greatly enjoyed by all.

Tuesday morning was devoted chiefly to visiting the public kindergartens of Springfield. The Junior Class of the Springfield Training School acted as guides.

At 2:30 a conference of Training Teachers and Supervisors was held in the Mahogany Room of the Auditorium.

A conference for Directors and Assistants was held in the Central High School at the same hour. Miss Stella Louise Wood, of Minneapolis, presided. The meeting was carried on informally, the subject being "Development of Initiative With the Child," and with the exception of one or two lengthy discussions consisted chiefly of questions and answers. The features included the discussion of the necessity for initiative and the development of it through the flexibility of organization; the teacher's attitude toward the children, the teacher's ability to use the power thus called forth, the development of initiative in the use of material, and in games. The suggestion that exhibits of kindergarten work should show the results of the children's efforts apart from any help or suggestions from the teacher in charge seemed to meet with much favor. It was also stated that initiative could best be secured by letting the children play as they pleased with the materials which lend themselves to their creative ability.

Miss Hortense M. Orcutt presided at the conference for Training Teachers and Supervisors at the Auditorium, the subject being "Standards for Kindergarten Training, Problems of the Present, and Hopes and Ideals for the Future."

Miss Luella A. Palmer, of New York, was the principal speaker. Mrs. Mary Boomer Page, of Chicago, Miss Patty S. Hill of New York, Miss Lucy Wheelock of Boston, Miss Ella C. Elder of Buffalo, and Miss Hattie Twichell of Springfield, were among those taking part in the discussion.

Miss Palmer discussed the proper requirements for admission to kindergarten training schools, and outlined a proposed three-year course for kindergarten training schools, which would require candidates for admission to be at least 18 years of age, to have completed the equivalent of a High School course, and possess an elementary knowledge of music. Candidates should be admitted on a year's probation, to determine their cultural and intellectual ability. Charts illustrating the distribution of the work were shown by Miss Palmer, who pleaded for a practical idealism that would make the teacher see the problem of the kindergarten child from the point of view of the child, rather than through the eyes of the adult.

The ideal kindergarten room, kindergarten class, and kindergartner were described by Miss Palmer, and while admitting that in practice a perpetual compromise between the ideal and the limitations of the community in which the kindergartner is working seems necessary, yet this should not prevent teachers from constantly trying to raise the standard of the community. The ideal kindergart-

ner should be healthy, cultural, musical, imbued with the spirit of play. She should be able to run, throw a ball, and make a whistle, and possess the other practical accomplishments that children demand of the adult who is really their friend and playfellow.

At the suggestion of Miss Palmer, Miss Myra M. Winchester, of the United States Bureau of Education, gave figures showing the results of an investigation of kindergarten training schools made by the bureau, most of them having a two-year course, but the curriculum is steadily broadening, and the present tendency is to place more emphasis on cultural and general subjects.

In the discussion Miss Lucy Wheelock referred to the change of methods that have been made during the past 25 years, and brought out the importance of training the child as an individual rather than as one of a class.

Miss Hattie Twichell suggested that for a three-year course a large proportion of the time of the first year should be given to practice and observation work, and those who did not show special aptitude for the work should be eliminated.

Mrs. Mary Boomer Page urged among other things that kindergartners should endeavor to learn as much as possible of the education of the very young child, less than the really accepted kindergarten age.

Miss Ella C. Elder of Buffalo spoke approvingly of the way in which kindergartners are becoming interested in allied activities, such as Social Welfare Work, Playground Work, and other Child Welfare efforts.

At the general meeting Tuesday evening in the Auditorium, Miss Nellie Perry, president of the Connecticut Valley Kindergarten Association presided. Dr. L. L. Daggett, president of the Y. M. C. A., offered the invocation. The addresses of welcome were given by Dr. Richard C. Verner of the School Board, and by Superintendent of Schools, James H. Van Sickle.

Dr. Van Sickle said that the spirit of the kindergarten is permeating the upper schools, and improving their methods.

The teaching is more and more based on the psychological principles laid down by Froebel.

Mrs. Mary Boomer Page responded happily to the address of welcome, and expressed the gratitude of the Union for the welcome and inspiration which they found in Springfield. A general reception followed.

The Wednesday morning meeting was devoted chiefly to the roll call of branch societies, by states or correlated groups. Mrs. Mary Boomer Page presided. The meetings were held in Trinity church, and a feature of the morning session was a procession of the delegates from the church vestry to the main auditorium, each delegation being designated by a banner.

The reports showed steady progress in kindergarten work, and a growing appreciation of the value of the kindergarten in child-training. Ten new branches joined the Union during the past year, and eighty-eight new members were received at Springfield up to the time of making the report. The total receipts for the year were \$2,494.94, and the disbursements \$1,093.33. Balance on hand \$1,691.33, a part of which will be appropriated for the endowment fund.

The afternoon session was devoted chiefly to reports of officers and chairmen of standing committees.

Miss Annie Laws of the Committee of Nineteen, briefly outlined the work of the Committee in

Washington a year ago, and at the two sessions just held in Springfield.

The report of the Committee on Investigation dealt largely with the present kindergarten training school situation in America. There are now 148 such training schools in thirty-eight states, and 2,000 students are graduated each year, about 1,100 coming from private training schools, the remainder from public school kindergarten training schools. Twelve states have no training schools for kindergarten teaching. Of seventy-eight public training schools, fifty-three are departments of State Normal schools.

The number of children in kindergartens in America is about 355,000.

Miss Grace Mix, chairman of the Committee of Propagation, gave an encouraging report as to kindergarten legislation in different states, and progress of the work of extending the kindergarten idea.

Miss Ella Lombard, chairman of the Committee on Foreign Relations, gave a written report relative to methods of kindergarten teaching and organization in Belgium, Australia, France, Turkey,

Miss Annie Laws spoke briefly on foreign affairs.

Miss Alice Temple, chairman of the Committee on Child Study, gave quotations from reports given by various kindergarten leaders upon the psychological study of the child.

Miss Catherine Tracy, chairman of the Committee on Sanitation and Hygiene, discussed open air kindergartens, hygiene of indoor kindergartens, control of contagious diseases, hygiene of the healthy, normal kindergarten child, and forms of nervous strains in the kindergarten child.

Miss Alice O'Grady, of the Committee on Literature, gave a brief but interesting report.

Several messages of regret were read, and it was voted to send greetings of the convention to Mrs. Marie Kraus-Boelte of New York, the Golden Gate Kindergarten club, Miss Susan Blow, Miss Elizabeth Harrison, Miss Patty S. Hill, Mrs. Ada M. Hughes of Toronto, Miss Nina C. Vandewalker of Milwaukee and others closely identified with the union, who are unable to attend this year.

Miss Bessie Locke also gave a report.

Mr. Ralph Towle, of the Bureau of University Travel, presented a project for taking a delegation of educators, including members of the I. K. U. to Japan, Korea, Manchuria, and North China, next year, starting from San Francisco, at an estimated cost of from \$600 to \$1,400. The matter was referred to the executive committee for consideration.

Miss May Murray, of the Committee on Necrology, reported the following names placed on the necrology record during the past year: Miss Anne L. Page of Danvers, Miss Mary L. Van Wagnen of New York city, Miss Marv L. Buck of Fall River, Miss Maud Bissell of Geneseo, N. Y., and Miss Laura Boulson, an associate editor of the Kindergarten Review. Miss Murray paid a brief tribute to each.

Reports of the work of the National Congress of Mothers, and of the Kindergarten Department of the U. S. Bureau of Education, were presented.

Miss Mary McCulloch of St. Louis, in charge of the Froebel monument fund, reported \$1,000 paid, and a large amount pledged. She stated that a contribution of \$1.00 from each kindergarten in the country would be sufficient to complete the memorial if at the same time each kindergartner would persuade a friend to contribute another dollar.

San Francisco was chosen as the place of the next meeting of the I. K. U.

Illinois won the I. K. U. banner for the best representation at the convention. The banner bore

this inscription: "I. K. U. Delegates' Day Attendance Prize."

At the close of the business session a charming tea was given in the Sunday school room of the church by the members of the Twichell Alumnae association, numbering some 150 graduates of the kindergarten training school. There were nearly 500 guests present. A little yellow crepe paper basket was presented to each guest as a favor.

At the Thursday morning meeting Miss Harriette Melissa Mills presided at the Round Table, which opened at Trinity church at 9 o'clock. After a violin solo by Miss Marion Smith, Calvin D. Cady, of Teachers' College, Columbia University, New York, spoke on Music in the Kindergarten.

"What has the kindergarten to do with the musical education of the child?" asked Mr. Cady.

"Has it anything to do with the cultural development of the child?" Confining himself to the latter topic, he showed conclusively that the kindergarten teaching, when rightly applied, does tend to develop culture. He asserted that the primary object of the Froebel system of teaching is to awaken in the child the capacity to think music and to express music. He said that he would have to acknowledge that kindergarten pupils with whom he had dealt were anything but adept in this direction. They were indistinct in their conception of melody and as he expressed it wanted to spread their voices all over. Also they evinced no real sense of melody. The reasons for their evident failures are to be found in the tendency of too many kindergartners to give too many songs; too long songs; too complicated melodies; and those too extended in their compass. Without egotism Mr. Cady said that he had never missed a case in dealing with children who came to him with apparently no sense of music whatever, under systematic training and within a wonderfully short time the most backward have had their musical tastes awakened and have developed beautiful cases to use the doctor's phrase. The first step is the use of original methods. Children sing when full of some thought or in the midst of work that interests them. Poetry helps music and out of the poetic consciousness comes song. Song is the musical interpretation of a poem. Here the inflectional element enters in as an incentive. Original work assists, furthermore, in that it enables the child to cultivate a singing voice of the right stratum; the stratum of the speaking voice is too low.

Another method of cultivating correct appreciation of music in the young child is by song singing and giving to the child songs which he can catch at the first effort. To illustrate this point Mr. Cady called upon Miss Thayer of Cleveland to describe her use of short songs. A brief paper told of several instances where children with really harsh voices had become musical and on the way to becoming true musicians. Continuing his address Mr. Cady discussed the possibility of musical appreciation by a new way of approach by getting first at the heart of the music and then seeing why the growth had taken place. He believed in the integration of music with art, he said, and referred to his experiments with his classes of teachers. Following out some experiments of his own, he showed how by means of pictures, appreciation of music might be developed in the young. To illustrate this method, little children from the Springfield schools were brought in and through their interest in the pictures shown them by Mr. Cady, were able, having first inspected the pictures, to pick out the picture that illustrated the song that followed. For example, martial music reminded them of a picture in which soldiers were depicted.

Following Mr. Cady's address the teachers repaired to the vestry where fifteen pupils from the public schools under the direction of Miss Alys Bentley of New York demonstrated the facility with which children, when properly directed, show appreciation of rhythm. Miss Bentley with rare skill traced the development of rhythm from the child to the adult.

Because of lack of time the other speakers scheduled to speak, the Misses O'Grady, Merriam and Mrs. Seymour, did not participate in the discussion.

Repairing again to the main auditorium, a church full of teachers listened to two inspiring expositions on the teaching of graphic arts. Mrs. M. B. B. Langzettell of New York presided.

Arthur Wesley Dow, professor of fine arts, Columbia University, talked on "How to Cultivate Art Appreciation," and to make clear his points he used a series of paper illustrations which were hung up behind the platform. These were divided into groups illustrating hues, dark and light, and intensity. This outline for the presentation of color lessons was prepared by Miss Kate Frankl, following out one made by Mr. Dow at the suggestion of Miss Susan E. Blow. Starting with the fundamental colors of red, green and purple, Mr. Dow showed what fine combinations might be made with these. The mixed hues, wonderfully beautiful, were displayed and harmonious iridescent effects possible.

In the dark and light group the difference in degrees of red, yellow, blue and purple were demonstrated. Intensity was also taken up and the strange difference between bright and dull colors. Bright poppies growing in wheat were shown; a railroad track, garden scene and birds. Tempered colored effects were illustrated and the combinations in Coptic embroidery. The address with its novel illustrations was most inspiring for the teachers.

The other speaker of the morning was Miss Alice E. Fitts, director of the Pratt Institute School of Kindergarten Training, Brooklyn, "How to Develop the Creative Impulse of the Little Child," was her theme.

Excerpts from her address are given elsewhere in this issue.

Following the morning session the Kindergarten Review entertained officers, committees and delegates at the Hotel Kimball. The entire ball room was crowded with tables which were handsomely decorated with ferns and daffodils. The officers and committee of nineteen were seated at the head table with some of the local entertainers.

The afternoon meeting was an unusually interesting one, the speakers being Miss Laura Fisher, Professor M. B. Hillegas and Professor Arthur O. Norton, of Wellesley College.

As a fitting opening to the afternoon session in the church at 2 o'clock a company of 100 boys and girls, gathered from the city kindergartens, gave a number of songs which greatly pleased the teachers. The first paper of the afternoon, on "The Kindergarten," was read by Miss Laura Fisher, whom President Page introduced as now of New York, but formerly of Boston.

Miss Fisher, who is one of the best known kindergartners, said that it was time to take account of just what the kindergarten stands for and to again set clearly before the mind its principles which should be valiently championed by all kindergarten teachers and educators of the young. She spoke of the various influences which are threatening the kindergarten and said that it was true that its wounds were at the hands of its friends.

She called upon the friends of the Froebel system to uphold its standards and not to seek to curry favor by renouncing the things that are of vital mo-

ment to its stability. Upholding the principles enunciated by Froebel, Miss Fisher showed how wise was the German educator in teaching self-revelation for the child; self-knowledge, self-revelation and self-control. The child is to have the revelation of the ideal self and of the world of humanity of which he is a member.

Continuing, Miss Fisher showed some of the ways in which kindergarten teachers fail in not understanding Froebel or in not following out his ideals. For example the games and the songs are often chosen without due regard to their bearing on the child. The mother play was discussed, the matter of vanishing things and the question of contrasts.

#### Threatened Invasion.

The speaker then referred to the threatened invasion of the kindergarten coming from the primary school which makes demands which are not legitimate. She said that the kindergarten was not for the enlargement of the primary roll. The school ought not to exact of the kindergarten that it shall learn certain things in a certain way. Each institution is to recognize the proper province of the kindergarten; this done and there will be harmony and a transition all to be desired.

The Sunday school kindergartens were referred to as sometimes rather transgressing their proper limits. In closing Miss Fisher counseled the kindergartners not to yield to the desire for success and prophesied that success would come to the one who was ready to yield to the power of spirit over ignorance.

At the evening session Mrs. Grabau, the talented author of "The Promised Land," delivered a most interesting address on the subject, "The Whole Gospel of Immigration." Mrs. Eva Whiting White, head resident of Peabody House, Boston, spoke most interestingly on the subject, "The Kindergarten's Responsibility Toward Social Problems."

The election of officers occurred at the Friday morning session, the polls being kept open from 8 to 10:30 a. m., and resulted as follows:

President, Mrs. Mary Boomer Page of Chicago; first vice president, Miss Stella L. Wood of Minneapolis; second vice president, Miss Marion Hanckel of Charleston, S. C.; recording secretary, Miss Myra Winchester of Washington, D. C.; corresponding secretary, Miss May Murray of Springfield; auditor, Miss Lillian Stone of Cincinnati, O.

Upon the recommendation of the credential committee it was voted to appoint corresponding secretaries of the Union in foreign countries, and to appoint a committee to co-operate with the Board of Education Committee in arranging for an exhibition at the Panama Pacific Exposition.

A telegram of greeting was sent to the National Congress of Mothers then in session at Washington.

The proposition of affiliation with the Federation of Women's Clubs was referred to the executive committee.

Miss Stella L. Wood of Minneapolis, was elected a delegate to the St. Paul meeting of the N. E. A.

The general subject of the training of the kindergartner for social co-operation was discussed by several speakers. Mrs. Mary V. Grice of Philadelphia, the first speaker, said that the kindergartner often fails in her work through the faulty home training of the pupils in her charge. The weakest point in our social structure today, Mrs. Grice declared, is the home, and in order better to influence the home the kindergartner should receive training in home-making. A six months' course of practice as a mother's helper should be part of the professional equipment of the ideal kindergartner. Furthermore

the kindergarten should be in active co-operation with the homes of the pupils. It should circulate kindergarten literature and strive to be of assistance to mothers in the problems of child training that confront them.

Miss Margaret Stannard of Boston, referring to methods of training kindergarten teachers for home-making, declared that too much emphasis has been placed upon the industries of the home, and not enough upon the mental and spiritual side of the problem.

Miss Catherine J. Tracy of New York, outlined the plans for the kindergarten section of the St. Paul meeting of the N. E. A.

The subject, "Parent-Teacher Associations," was able discussed by Mrs. Park of Boston.

Miss Lucy Wheelock of Boston, speaking on the subject of "Professional Life, Its Opportunities, Privileges and Obligations," said in fact that the kindergarten profession is one sacred to childhood, to social service, and to the community. Every kindergarten should feel her responsibility in maintaining and raising the standard of her profession. The kindergarten should impress upon her community the importance of her work and to this end should welcome the co-operation of other organizations that have the welfare of the child at heart. The professional organization of kindergartners are also of immense value to the individual worker and she should avail herself of their advantages.

Friday afternoon was devoted to sight seeing, social reunions and entertainments.

The Connecticut Valley Kindergarten Association gave a luncheon for all its members at the Hotel Kimball. Among the invited guests were Miss Angeline Brooks, founder of the association, Miss Ella C. Elder of Buffalo, the first secretary, Miss Fanniebelle E. Curtis, supervisor of New York Public Kindergartens, and Miss Francis, a former secretary. Each of the guests gave a short address, as did also Miss May Murray, and Miss Nellie Perry, president of the Association.

About forty automobiles were furnished by generous friends for a ride about the city, which began at 2 o'clock.

On returning, the party divided, some going to the city library, and others to the plant of the Milton Bradley Co. Those visiting the library were conducted through the main and lower floors of the building by members of the staff. From the library the members went to the Art Museum, and later to the Science Building, and afterwards to the Church of the Unity, where tea was served by members of the Woman's Alliance.

Those who inspected the plant of the Milton Bradley Co. were conducted through the building in groups of four or five, and were greatly interested in seeing the manufacture of kindergarten material.

The addresses by Dr. John Greer Hibben, president of Princeton University, and Dr. Alexander Meiklejohn, president Amherst College, were most interesting and inspiring.

They will appear in on September number.

The college trips to the four colleges, Holyoke, Smith, Amherst Agricultural Saturday morning were greatly enjoyed by all who participated.

#### Amendments to the Constitution.

The amendments proposed, all of which were accepted, are in effect as follows:

That the six general officers and members of standing committees be active members during terms of office.

That nominations be made three months in advance of conventions, and that each branch be provided with a list.

That branches in foreign countries too remote to send delegates at annual meetings be entitled to active membership on payment of annual dues of \$1.

That the executive committee appoint corresponding secretaries for each foreign country where there are branches, the secretaries to report at the annual meetings.

That branches in foreign countries paying annual dues of \$1 be provided with two copies each of the annual report, or more copies at the discretion of the executive board.

#### Notes

A number of the addresses given at this excellent meeting are given in this issue. Others will follow in future issues.

The exhibits were very fine, and we regret that we do not have definite information relative to same. The work of Miss E. L. McConkey, of the New Britain, Connecticut Normal School, is said to have been unusually fine.

#### Another Year's Work is Ended

For this magazine. Volume 26 is closed. A brief respite follows, and then with September we launch again into the great unknown.

#### What has the harvest been?

Has the magazine helped you, dear teacher, in your work with the little children? It has been our work to gather together the experiences of others and to present them to you in the printed pages of this magazine. Have they really helped you? Conflicting, no doubt, they may have been at times, representing "many people of many minds," but through it all has one united purpose run—the **upbuilding of humanity through the training of little children.**

This is the goal toward which its editors, its writers, its artists and its publisher and manager are striving always and in all ways that promise success. Dear reader,

#### Let us have fellowship one with another

In this grand undertaking. We want you to feel that while it is yours to perform by far the greater part of this work, that we, through this magazine, are trying to help you, and as it comes to you from month to month we want you to feel that it is peculiarly **your own**—as the bearer of a special message to you. Search its pages diligently. Grasp that which seemeth good and apply it faithfully and intelligently in your work with the little children. When you find yourself confronted with difficulties hard to overcome write us all about it. We will aid you if we can, freely, gladly, without price.

We want you to look upon all who contribute toward the production of this magazine as

#### Co-laborers with you

In the work of training little children. Never consider it for a moment as a cold-blooded business proposition for such it is not. Never under its present management has it been published for profit, and we do not purpose that it ever shall be. Should the increased appreciation which has been noted during the past year result in increased revenue it will be used to make the magazine more and more helpful to you. Thus you may feel amply justified in thinking of it as your own heart choice, your friend, helper, inspirer and guide in that greatest of all educational work, the training of little children.

When you think of a vacation trip remember that the Detroit and Cleveland Navigation Co. Boats are the finest on the lakes, that their fares are reasonable, and you will find everything to your satisfaction. Special attention is called to the advertisement of this firm elsewhere in this issue.

## RETROSPECTIVE

During the past two years we have presented to teachers of rural and village schools a series of articles by Dr. Jenny B. Merrill, which has enabled them to make use of kindergarten gifts, occupations and games in the early primary work.

It may be of interest to our old subscribers as well as our new ones to review the list of topics which have been presented in this series. They are as follows.

1. Walks and Nature Study Out-of-doors.
2. The Use of Building Blocks.
3. Stringing Hailman and Other Beads.
4. Making Paper Chains.
5. The First Gift of Six Balls.
6. More Ball Games.
7. The Second Gift—Ball, Cube, Cylinder.
8. Games with the Second Gift.
- 9 and 10. Drawing—Illustrative. Object, Practice, on Paper and Blackboard.
11. The Value of Sand and Clay Modeling.
12. Paper Cutting—Free and to Line.
13. Paper Folding (application to fractions).
14. Designing with Tablets of Wood or Card-board; Parquetry Mounting.
- 15 and 16. Outlining with Strips of Different Lengths and Colors (counting and other number lessons—measuring.)
17. The Use of Seeds, Shells and Pebbles; Peas-work.
18. Weaving with Different Materials, as Paper, Cloth, Raffia.
19. Pricking and Sewing.
20. Brush Work—free, illustrative. Object, design in borders; coloring animal outlines.

With this list in view, teachers can the more readily decide in advance and in time to have their orders filled early, just what material for hand work they will require for the fall work.

Materials for drawing and for strip-laying will come within the means of all and are invaluable for beginners.

Colored paper for cutting, folding and for paper chains comes next in value and in inexpensiveness. Engine colored paper is very inexpensive.

A few balls and building blocks (gifts 1 to 6) will help in number and constructive designing, and will also afford the little ones much pleasure, making them feel at home in the first trying days.

The work will be continued during the coming year, presenting new and old possibilities in the use of this same material, for it never grows old.

When possible illustrative lessons of actual work done will be given.

To aid practically in this department, teachers who have followed and applied this series of topics in village or rural schools are invited to send in reports of their work along any one of these lines, describing any lesson which proved especially satisfactory or the reverse. Any questions also will be carefully answered.

Let our motto be, "Each for all and all for each." Dr. Merrill will not undertake this work for the present, having arranged to write along other lines, but as above stated, the work will be continued, and will take the form of lesson suggestions, beginning with the first gift and taking up all the gifts and occupations, covering a period of possibly two or three years, proving, we trust, helpful to both primary and rural teachers.

## SECOND ANNUAL REPORT OF THE STORY TELLERS' LEAGUE OF RICHMOND, VA.

The Story Tellers' League of Richmond entered upon its third year of usefulness on February first of the present year with fair prospects for the

achievement of its primary purpose, i. e., to emphasize story telling as an art and as a means toward educational ends. Various organizations of the city, such as the Nurse's Settlement, St. Andrew's Mission, St. Paul's Mission, the Methodist Mission, the Open-Air Schools, the Social Center at Madison School, the Playground, the Children's Wards in two hospitals, and several Homes for Children, as well as the Sunday Schools all over the city have testified their indebtedness to the League for stories told by the members, and scarcely a week passes that there is not some new demand for story tellers. Two private classes during the winter conducted for mothers under very able leadership have developed from the activity and interest aroused by the work of the Story Tellers' League and both of these are likely to become permanent.

Many interesting reactions from stories told have been recounted, and judging from the demand for story tellers, there is every reason to believe that the league is destined to become a vital educational factor of our city life.

A new departure in the past year has been the periodic gathering of children to hear the stories told by members of the league. In May, 1913, there was the first of such gatherings when over a hundred children assembled in the Auditorium of Virginia Mechanics' Institute to hear half a dozen of the world's best Fairy Tales. In December there was another, much better attended, for the magic word was "Santa Claus!" coupled with the idea of Christmas. February witnessed our third attempt at gathering the little ones around us and the theme this time was heroism and patriotism; the eager little listeners were thrilled by the story of Joan of Arc, by accounts of acts of devotion of men, women and children for the glory of a cause. The meeting set for April will close the series of meetings for children for the present session and with the alluring theme of Springtime there will doubtless be a fascinating and fascinated audience.

An admission fee of five cents is asked for all of these gatherings of little people in order to compete with the moving picture shows which abound in the neighborhood, and to bring about some sort of comparison in the minds of the children. It is hoped that we may be able to add this fascinating feature to at least one of our children's meetings next year.

The membership of the league is still distressingly small; the fee of one dollar a year admits the member to all gatherings, use of the story book access to many valuable manuscript works and good adaptations of the classics, and, best of all, the assurance of aiding a great work.

This money is spent for the services of a librarian to take care of the books, the janitor who prepares the auditorium for meetings, and for the purchase of new books. There is further need of stationery, postage, printing, etc. As yet we have not achieved these latter items, but we are confident we shall in the next year.

Your membership and co-operation have been help and encouragement; will you, therefore, continue to belong to the league and also make an effort to bring in some new members? Richmond people are the most ready to respond when a need is discovered and distinctly set forth. Let us hope, then, that this work will not suffer through my presentation of its claims and ideals.

Reported by LUCY SINGLETON COLEMAN, President

Swat the flies as they appear; a fly in time kills no million.—Moderator Topics.

## A PAGEANT OF THE EARTH.

REPORTED BY DR. JENNY B. MERRILL

The spring pageant of the Horace Mann School connected with the Teachers' College, New York City, was a most delightful review of grade work in geography and history, with hints of nature's forces symbolized principally in color.

Each grade of the elementary school had chosen its own costume illustrating some country studied during the term so that the labor of preparation was shared by all.

In the processional the whole school marched in, each class already in costume and after the grand march, the school was seated in a great circle on the floor, the audience being in an outer circle on chairs.

One of the most unique features was an attempt to represent meridians and parallels of latitude.

Upon a central raised circular platform a child draped in white, represented the North Pole.

The children dressed in white formed the first circle around the pole.

The children in green the second, and those in orange and red, the third. Thus graphically these three colors reminded us all of the Arctic Circle, the Tropic of Cancer and the Equator.

These three circles were of course the parallels.

To suggest Meridians, the children formed in radiating lines from the pole to the equator. It was a very clever device.

## The Spirit of Nature.

Darkness, Moon, Clouds, Wind, Water, Ice, Snow, Rain, Lightning, Thunder, Sun, Summer, Clouds, Sunbeams and the Blossoming Earth were all symbolized in color.

The veils were of light gossamer material, black, gray, white, green, red, yellow, and the youngest children came in after all the forces of nature had done their work, to represent the coming of the spring flowers. These little ones were dressed to represent violets, buttercups and roses. All wore light green stockings and little frocks and caps of colors suggesting the flowers named.

The Wind was a single older pupil in lavender, who gracefully ran in and out among the gray clouds, floating her veil.

The water was formed into a stream by holding hands and winding gracefully until settling into ice. The yellow sunbeams finally melted the ice and the river ran again. Water veils were of bluish green.

Lightning had a variegated robe cut in slashes showing red, orange and yellow streaks.

The Sun and Moon stood in dignity on the raised central platform while the other forces of nature gradually gathered around and waited for the little powers to spring up. Then the little children "blossomed" or ran in their pretty, dainty costumes. Some of them wore gauzy wings, too, suggesting fairies.

Then all the school joined in a sweet spring song.

## The Spirit of Life—Life Along the Meridians.

In the Northland. Eskimo village, song, ice cutting, harpoon throwing, seal fishing, dance (worked out in Grade I.).

In the Temperate Lands, Indian symbolic dance, taking place at night after the corn planting. (Grade II.).

## In the Hot Countries.

Bedouin dance. (Boys' Grade VII.).

Then following, folk songs of the nations—Russian, French, German, American.

Other grades represented Norway, Holland, Japan, Spain, Germany, England and the United States.

The scenes were suggestive of the life and costumes, the dances, the industries or the history of the country being represented.

In Spain, Columbus pleaded before Queen Isabella.

The children had composed the dialogue.

The German toy shop was of special interest, the children being used to represent dolls, soldiers and other toys.

The boys of Grade VI gave a very spirited scene at Runnymede, securing King John's signature to the Magna Charta.

Forty-eight girls were dressed to represent the states of the Union, and Liberty and Peace carried their flags to the raised dais, and all the countries gathered to form a closing tableaux and sang America.

An explanatory statement which appeared upon the program states that the marches and dances were worked out by the department of Physical Education, the costumes by the department of Industrial and Domestic Arts. The decorative work was designed by the pupils under the supervision of the Art department.

The dialogues were written as class exercises. The faculty feel that the occasional interruption of the usual routine of the school program is more than justified by the opportunity the pageant has afforded to develop initiative and inventiveness on the part of the pupils. It is also true that the social co-operation of an entire school in a pleasing entertainment for parents and friends is of moral as well as physical and intellectual value.

It is hoped that this report will invite many of our rural schools to work together for such an entertainment before the close of the school year.

While this was given as a spring festival, it would be quite as appropriate with slight changes for a summer pageant near the close of the school term.

Note—The attendants who brought in the apparatus for the various scenes worked quickly and without any announcement, each grade came in turn.

For the Eskimo village, there were two igloes; for the Japanese scene, four cherry trees in blossom. These were constructed in the school shops. The blossoms were bits of tissue paper. The properties were all very simple and primitive. Elaborate dressing or scenery is unnecessary and out of place in school entertainments. Planning ahead for such a pageant helps to put spirit in the work of the school room.

## HUMAN FAILURES—HOW TO PREVENT MANY OF THEM

The United States pays \$1,100,000,000 each year for police, courts of justice, prisons, charities and corrections, etc., made necessary by human failures.

Only \$600,000,000 are spent annually for schools, churches, and other constructive agencies.

In other words, \$500,000,000 more are spent to keep up the human failures than are used to develop the human assets!

If the American people would apply their recognized business perspicuity to invest an additional \$500,000,000 or a part of it each year for constructive and preventive work, the enormous waste in carrying along human derelicts would automatically be reduced to reasonable bounds. The business of life needs to be placed on the basis of efficiency and let us not forget what this would mean in the saving of human souls.

Seldom does the helping hand do permanent good to the adult failure. The failures must be prevented through education and constructive agencies, thus reducing the human scrap heap, preventing a destructive force and creating a constructive one.

Of the 24,000,000 children of school age, about 25 per cent are perfectly healthy and normal children. All the others are more or less handicapped and endangered.

About 50 per cent are pseudo-atypical children who suffer from easily remedied difficulties, including physical ailments, and are likely to go wrong through neglect. Eighteen per cent are atypical children, including the specially bright, the nervous, and the retarded child. Five per cent are subnormal, including blind, deaf, crippled and arrested, submerged, etc., and 2 per cent abnormal, including moral perverts, "born" criminals, and the feeble minded.

Any one of the truly exceptional children, including the exceptionally bright, the "different," the neurotic, the retarded, the subnormal and the abnormal children, is a potential derelict, failure, crank, prostitute ("white slave"), or criminal if his or her condition does not receive timely recognition and care.

### The Remedy.

Special education and training by experts. This has been undertaken in the public schools through special and ungraded classes at a cost three times as great as for the ordinary pupil. The abnormal child will be just as abnormal after passing through this training as when he entered this special class. He will be no better prepared for independent life in the community, even though he may have learned a few things. As a result thousands upon thousands of dollars are largely thrown away.

On the other hand, practically no provision is made for the millions of handicapped, "different," and other exceptional children who are potentially normal.

This lack of proper adjustment of the school courses to individual capacities, temperaments, talents and vocational aptitudes is a forcible cause of throwing children out of gear, making them failures in life, to swell the ranks of the dissatisfied and the dangerous.

The burden of the misfit therefore rests heavily upon the body-social.

The problem is tremendous; the task of relieving the situation is truly gigantic.

National Association for the Study and Education of Exceptional Children.

Organized, 1905. Incorporated.

Not for the pecuniary profit of any individual.

Managed by a board of trustees regularly elected each year. Any member eligible.

The aims of the society are:

To study causes and conditions of exceptional development in children,—under the laws of heredity (eugenics), environment and child psychology.

To reform the educational methods in vogue today for "ordinary" children so that their native energies may be conserved and not wasted.

To reclaim from degradation and failure the many exceptional children who are potentially normal.

To help in mapping out a rational method for the disposition of the residual refuse left on the human scrap heap.

The association has already stirred up the nation to a realization of the presence of various kinds of exceptional children, their number, their needs and rights, their future. It has helped municipalities to organize ungraded classes, pedagogical clinics, also connected with juvenile courts, medical inspection of schools, etc. Through its annual conventions the association brings together the greatest authorities on education, medicine, sociology, charity and correction, etc., and publishes their views. It has also extended its influence abroad, to England, Germany, Russia, Bulgaria, France, Switzerland, Australia and even distant India.

The association has received most hearty recognition and praise, including encomiums from President Wilson, Ex-President Taft, the United States Commissioner of Education, and many others.

Hundreds of children have now been educated through this society. Many of the boys and girls have now grown up and fill honorable places in their communities, in business, professional life, church and home.

Approximately 500 applications for scholarships have had to be refused owing to lack of funds. This is a great misfortune, as up to the present time this society has been the only one doing the work outlined in this statement.

### The Plea.

It is the handicapped, "different," unusual, but potentially normal child who is worth while. It is this child who is destined—as the future citizen—to become a power for good or for evil in the body-social of tomorrow. It is education of the right kind that is going to determine which he will be. The same cannot be said of the truly feeble-minded or low grade cases and for that very reason such children do not constitute purely educational but custodial problems. It is the association's object to save the nation many millions of dollars as well as many millions of children.

To maintain the present activities and to develop others which are distinctly necessary in the expansion of this work, the board of trustees of this association desires to raise a fund of \$100,000 for the following objects:

- (a.) To provide partial and entire scholarships—
- (b.) To fully equip a separate observation clinic and laboratory—
- (c.) To establish teachers' training courses—
- (d.) To organize a convention and lecture bureau—
- (e.) To establish and equip a reference library and information bureau—
- (f.) To publish and circulate books, test blanks test appliances, etc.—
- (g.) To establish an official organ of the Association—



BOOK NOTES

- (h.) To erect and equip a building for the new Adolescent Department—
- (i.) To build and equip an administration building—

Membership is in various forms: Annual Membership (at least \$2), Annual Patronship (at least \$10), Life Patronship (at least \$100 in one sum), etc. Societies are admitted to membership. There are State Branch Societies, State Committees, etc.

**THE PLEDGE.**

**Contribution.**

In consideration of my interest in the work of the National Association for the Study and Education of Exceptional Children, I shall pay into the treasury of the said association the sum of \$..... as a voluntary gift towards the fund of \$100,000 which is being raised for the objects stated.

(Signed).....

.....

Date.....

**Application for Membership.**

I hereby make application to be admitted as \*..... of the National Association for the Study and Education of Exceptional Children and shall pay into the treasury of the said association the sum of \$..... (in one sum)

(annually)

(Signed).....

.....

Date.....

\*State whether you wish to be an Annual Member, Annual Patron, Life Patron, Donor or Founder. Make remittances payable to National Association S. E. E. C., "Watchung Crest," Plainfield, N. J.

We recently received from Mr. D. W. Springer, of Ann Arbor, Mich., secretary of the National Educational Association, the proceedings for the annual meeting of the N. E. A., held at Salt Lake City last July. The volume, while one of the most compact issued by the association, is none the less comprehensive, and should be in the hands of every teacher in the United States. It contains reports and addresses on all phases and every department of education by many of the leading educators of America. The price of the volume is \$2.00, and they can be obtained by addressing Mr. Springer at Ann Arbor.

When six normal school professors at Fresno, Cal., found it was going to cost \$207 to install the new play apparatus on the normal school grounds, they got together and did it themselves at a total cost of \$25.

**Kitecraft and Kite Tournaments.** By Charles M. Miller. Illuminated Cloth. 144 pages. Price \$1.00. Published by the Manual Arts Press, Peoria, Ill.

An authoritative and comprehensive treatment of kitecraft. The book deals with the construction and flying of all kinds of kites, and the making and using of kite accessories. Also aeroplanes, gliders, propellers, motors, etc. Four chapters are devoted to presenting a detailed description of kite flying tournaments. Abundantly illustrated and attractively bound.

**Sixty Musical Games and Recreations for Little Musicians.** By Laura Rountree Smith. Cloth. 152 pages. Price 75c. Published by Oliver Ditson Co., Boston.

This book is written in response to inquiries made by so many music teachers to the questions "How Shall I Present the Facts of Music to Children?" and "How Can I Make My Pupils' Recitals Interesting?" Children love to play games. By making use of the play impulse facts learned in play will never have to be taught in more serious fashion. The musical games give added interest to the meetings of the music class, club, or recital, and they have a distinct educational value, for there are games to teach time, and keys, and games to awaken interest in musical subjects. The recreations included in this book are in the form of recital programs and plays suitable for any season of the year. They may be given in-doors or out. The program in each case is complete, as to invitations, suggestions for costuming, recitations and music.

**The Owl and the Bobolink.** By Emma C. Dowd, with illustrations by Emma Troth. Cloth, 176 pages. Size 5 3/4 x 7 3/4. Price \$1.10 net. Published by Houghton Mifflin Co. Boston, New York and Chicago.

This is a book of verses for very young children. There are 176 of them in all, appealing to child interests. The teacher or mother who is provided with this volume will always have something to interest the children.

**The Funk & Wagnalls Comprehensive Standard Dictionary**—an entirely new work from cover to cover, abridged from the new Standard Dictionary. Over 700 pages. Octavo. Cloth. Price \$1.00 net. Funk & Wagnalls Company, publishers, New York.

This ideal small dictionary is intended for all general purposes, but it is also specially adapted, and in fact has already been widely adopted, for use in schools. The aim has been to prepare a dictionary of moderate size and cost, which should give all the words and phrases in most frequent use among the English-speaking peoples, and which should at the same time adequately represent the latest advances of lexicographic knowledge, and of our constantly growing language. More than 10,000 words have been added to the vocabulary, making a total of 48,000 words. Over 1,000 pictorial illustrations are distributed throughout the text.

The entire work is arranged under one alphabetical order. Proper names, abbreviations, prefixes, suffixes, etc., etc., will all be found in their proper alphabetical sequence in the vocabulary. A great saving of time and avoidance of complexity and confusion is thus accomplished. The work is a sure guide in the matter of capitalization, as only such words as should be written with capital initial letters are capitalized in the vocabulary. The work also contains an original and dependable system of compounding words.

# HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

**DEAR RURAL TEACHER.**—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

June, 1914.

Patriotism is love of country, born of familiarity with its history, reverence for its institutions, and faith in its possibilities, and is evidenced by obedience to its laws and respect for its flag.—Chas. R. Skinner.

## Flag Day, June 14.

Suggestive program:

Decorate with flags and the national colors.  
Star Spangled Banner..... Song  
Patriotic Quotations.  
History of the Flag.  
Story of Betsy Ross.  
Old Glory..... J. W. Riley  
Off With Your Hat..... H. C. Bunner  
Bonny Flag ..... Song  
Playing Soldier..... Badwin's Primer  
Soldiers..... Graded Literature I.  
Flag Song—Child Garden of Song..... Tomlins  
Flag Drill—Girls dressed in Martha Washington costume.  
March—Boys dressed as soldiers, carrying drums, swords and guns.  
America.  
Flag salute—"I give my head, my heart, and my hands to my country. One country, one language and one flag."

## Color Study.

During the year much time has doubtless been given to the study of color in a general way, but as the year is closing it will be well to review the colors, as the month of June furnishes good flower specimens, representing all the standard colors.

Of all the silent teachers that influence us color is perhaps the most subtle and the most mysterious. John Ruskin says, "Of all God's gifts to the sight of man color is the holiest, the most divine, the most solemn."

Teach the significance of the colors used in the flag. Red is the color of victory, and in our flag means "Be brave." Blue is the symbol of truth and sincerity and means to us, "Be true." The white signifies purity, and urges us to "Be good."

If a child is so fortunate as to live in close contact with nature, and has free access to the out of door world, it is an easy matter to call his attention to the various aspects of the sky, the tones of gray in the storm cloud, the deep blue of a summer day, as well as the striking beauties of a sunset.

Designate a day as Red Day at which time have the pupils bring as large a variety of red flowers as possible, the painting and color work being entirely red. Another day have yellow only for the study and painting.

Boxes of sticks and parquetry papers may be

given them in connection with this work, instructing them to select and arrange designs using the one color named.

Teachers should see that only harmonious and restful colors are used in the furnishings and decorations of the school room.

## Playground Suggestions.

We sometimes hear the idea advanced that country children do not need play—that they get enough exercise from their work. A child that is kept at work and deprived of play grows dull and listless. He needs the mental stimulus which comes from competition with his fellows in friendly sports.

The little ones should have a sand pile and clay for modeling. In addition to rivers, mountains and lakes, the children will construct houses, barns, implements and with bits of boards and sticks fences can be made.

In connection with the study of the flag have the children represent a camp of soldiers, making tents of cloth or paper. A stone fort may be built and cannon balls, guns, swords and even the soldiers modeled of clay, making the scene more complete.

No great amount of apparatus is needed for country schools, but some simple arrangements should be provided such as swings, teeter boards, sliding boards, a swinging bar or trapeze, and a single rope swing. Most of these can be furnished by the teacher and pupils. It is the teacher's duty to see that the intermission is employed to some good purpose, and with this in view always be on the ground and often join in the games.

## Picture Study.

The Dance of the Nymphs.—Jean Carot.

Life of the artist.—A few suggestions will be found in the Kindergarten Primary Magazine, March, 1913.

What does the picture represent? (A glen.)

What time of day? (Early dawn.)

What characters are in the picture? (Nymphs.)

What does the dance celebrate? (The rising sun.)

The artist's object was to characterize the spring time, as seen in the fluttering of birds, the buzzing of bees, and the frolic of young life everywhere.

## Graduation Exercises.

Arrange a short program of drills, recitations, songs and short talks upon topics in regular school work.

An exhibit of the pupils' work during the year should be the most noticeable feature of the occasion. Mount upon large sheets of bristol or cardboard samples of drawing, modeling, weaving, writing, spelling and number maps, etc.

The children may prepare the invitations, each class selecting a motto and class colors which may be used on the invitation.

Each child should be presented with an inexpensive promotion card or certificate which will give pleasure to the parents and child, and assist greatly in classifying the pupil the coming year.

These pictures can be cut apart and used in decorative work or as gifts to the children



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FOR SALE—Five bound volumes of the Kindergarten Magazine, beginning with the first number. Address, Nora A. Smith, Hotel St. Albans, 351 West 28th St., New York City, N. Y.

WILL MAIL complete daily kindergarten program including patterns for entire year for \$3.50, half paid with first order, balance with next order. Miss Hattie Munsell, Gen'l Delivery, Oklahoma City.

WANTED, back number of the Kindergarten-Primary Magazine for January, 1907. Address Northern State Normal School, Marquette, Mich.

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- 3rd. To direct all surrounding influences to encourage those vocational aptitudes which will best prepare the child for independent existence.

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