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A Book

of Programs

By Jane C. Hoyle

AUTHOR OF

"A KINDERGARTEN STORY BOOK"

"HANDWORK FOR KINDERGARTENS

AND PRIVATE SCHOOLS"

AND "SUGGESTIONS FOR HAND WORK

IN SCHOOL AND HOME



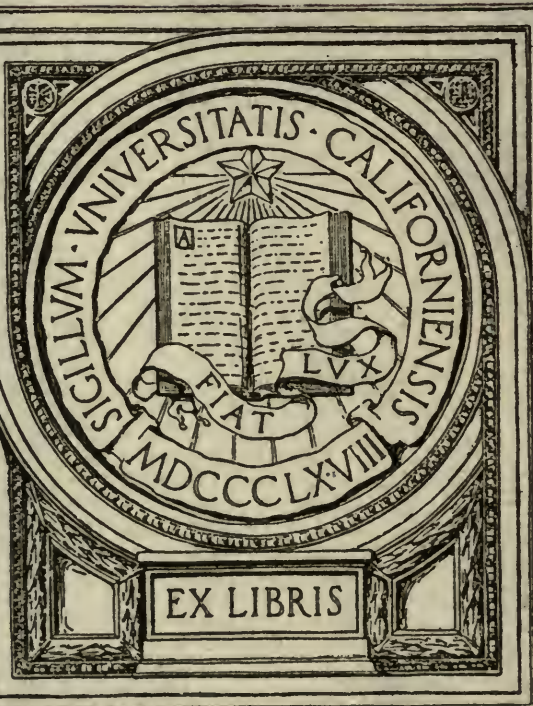
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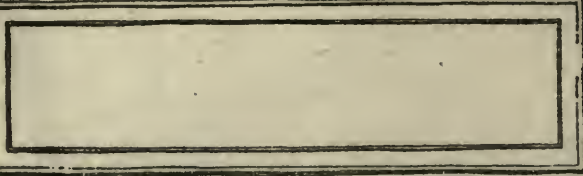
PUBLISHERS AND MANUFACTURERS

OF KINDERGARTEN MATERIAL

NEW YORK



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FRONTISPIECE

A BOOK OF PROGRAMS

BY JANE L. HOXIE

AUTHOR OF "A KINDERGARTEN STORY BOOK,"

"HAND WORK FOR KINDERGARTENS AND PRIMARY SCHOOLS" AND

"SUGGESTIONS FOR HAND WORK IN SCHOOL AND HOME"



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OF KINDERGARTEN MATERIAL

NEW YORK

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INTRODUCTION.

The day of the programless kindergarten has gone by. The time is past when the teacher may enter her little world with no particular preparation for the day's work and with no definite plan for the child's development. The kindergartner may no longer seek her inspiration in the transient vagaries of the hour or in the shifting interests of her pupils. She must come to her work thoroughly equipped with an insight based upon a definite knowledge of the child's manner of growth and with a complete comprehension of the best methods for the unfolding and nurture of his mental, physical and spiritual life. In other words she must have a program and that program must be founded upon an understanding of the manner in which the individual develops as well as upon a knowledge of the experiences and environmental conditions of her particular group of humanity. This does not mean that the kindergartner need be slavishly attached to a plan of work, but it does mean that she must have formulated and organized her ideas and her knowledge. Her work no longer bears its previous fragmentary and erratic character, but it has now become unified and definite. Her program is her anchor. From it she may stray but not too far afield and now, for the first time, both the teacher and her children know true freedom—"freedom under the law."

Every good program must of necessity present transient as well as permanent features and must change, in part at least, from year to year to fit changing experiences and environmental conditions as well as to meet new developments in child psychology.

No single program can be universally applied for, although the manner of growth is the same for all normal children, there is great diversity in the individual as to the time at which particular tendencies ripen. Then, too, although every child bears certain relations to his home, his school, his neighborhood and to the great realm of nature, the details of these relations vary for different children according to different localities and different grades of society.

It will not be possible or desirable for those wishing to follow any of the programs contained in this book to make use of all the proposed exercises for a single month, week or day. Copious suggestions have purposely been made so that each teacher may select from among the whole those best suited to her particular needs.

J. L. H.

A GENERAL PROGRAM.

Subject for the Year. The Child and his Experiences in his Relation to Kindergarten, Home Community and Nature.

I. SEPTEMBER AND OCTOBER.

A. TOPICS OF THE MONTHS.*

1. *Kindergarten.*

- (a) Getting acquainted with teachers and children.
- (b) Getting acquainted with rooms, furnishings and materials.
- (c) The school janitor.

2. *Home.*

- (a) Members of the family.
- (b) The interests and activities of father, mother, brother, sister and baby.

3. *Community.*

- (a) Activities of the city or village street in autumn.
- (b) Cleaning of streets and parks.

4. *Nature.*

- (a) Pet animals of the kindergarten and home.
- (b) Animals observed during walks in park and street.
- (c) The migration of birds.
- (d) The autumn aspect of trees, plants and grass.
- (e) The school garden.

B. WORK OF THE MONTHS.

1. *Talks.*

(a) The kindergarten:

The kindergarten rooms, chairs, tables, pictures, walls, windows, cabinets, closets, playhouse, blackboards, filter and radiators.

The ownership of these objects. Our duty and responsibility relative to rooms and furnishings.

(b) The building containing the kindergarten rooms:

Its outside appearance. Flag, steps, entrance and fire escape.

(c) Our homes:

Father's work in providing means for shelter, food, warmth, light and clothing.

Mother's work in caring for home, preparing food and making clothing.

How the children can help.

* For collaboration in the selection of general topics for discussion, throughout the year, acknowledgments are due to Caroline T. Haven.

B. WORK OF THE MONTHS—Continued.

1. *Talks*—Continued.

- (d) Our journey between home and kindergarten:
 What streets we traverse.
 By whom or what we are carried.
 What we see by the way.
- (e) General aspect of streets:
 The street cleaner.
 Our duty with regard to clean streets.
- (f) Animals in the home:
 Their names, habits and activities.
 The proper manner of caring for them.
- (g) The passing of summer and coming of winter:
 General aspect of all nature at this season.
 Frosty nights.
 Southward flight of birds.
 Falling leaves.

2. *Stories*.

- (a) The Three Bears, *Fables and Proverbs*. Sarah E. Wiltse.*
- (b) Coming and Going, *Kindergarten Stories and Morning Talks*. Sara E. Wiltse.
- (c) The Wee, Wee Woman, *A Kindergarten Story Book*. Jane L. Hoxie.
- (d) Billy Bobtail, *A Kindergarten Story Book*. Jane L. Hoxie.

3. *Poems*.

- (a) Familiar Mother Goose Jingles.
- (b) Sweet and Low. Alfred Tennyson.

4. *Songs*.

- (a) Good-morning to All, *Song Stories for the Kindergarten*. Mildred J. and Patty S. Hill.
- (b) All for Baby, *Finger Plays*. Emilie Poulsson.
- (c) Numbering the Fingers, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (d) Pussy Cat, Pussy Cat, *Mother Goose's Nursery Rhymes Set to Music*. J. W. Elliott.
- (e) The Kitten and the Bow-wow, *Small Songs for Small Singers*. W. H. Neidlinger.
- (f) Migration Song, *Kindergarten Review*, October, 1902. Frances E. Jacobs and Jane L. Hoxie.
- (g) Cradle Song, *The Song Primer*. Alys E. Bentley.
- (h) Ring Song, *Kindergarten Review*, September, 1904. Frances E. Jacobs.
- (i) Parting Song, *Song Echoes from Child Land*. Harriet S. Jenks and Mabel Rust.

* Some familiar home story is desirable for use during the first week of kindergarten.

B. WORK OF THE MONTHS—Continued.

5. *Games.*

- (a) Simple Ball Games,—hiding, rolling, tossing into a basket, etc.
- (b) Introducing Game.
- (c) Simple Gymnastic Games,—running, jumping, skipping, flying and racing.
- (d) Soft and Hard Balls,—children act as kitties and ponies, *Songs for Little Children*, Part II. Eleanor Smith.

6. *Instrumental Selections.*

- (a) For opening exercises.
Slumber Song. Heller.
- (b) For marching.
March de Nuit. Gottschalk.

7. *Gymnastic Exercises.*

- (a) Arm Movements:
Sweeping and dusting.
Flying birds.
Swaying branches.
- (b) Leg Movements:
Walking to kindergarten.
Movements of animals.
- (c) Head and Neck Movements:
Looking for nests, birds, fruit, nuts, buds and leaves in trees.
- (d) Body Movements:
Bending to pick up objects on the floor.
Bending to pick up bits of paper on the street.
Stooping to pat and stroke pet animals.
Gathering fallen nuts and leaves.
- (e) Breathing Exercises:
Breathing deeply while playing—walk to and from kindergarten.
Expulsion of breath in noises made by animals.
- (f) Toe Exercises:
Standing on tiptoe to reach nuts, fruit, buds and leaves on trees.

8. *Gift.**

- (a) First, Second and Third Gifts:
Objects in kindergarten.
The school building.
Things seen on the street and in the home.
Natural objects seen in the park and the country.
Activities of the home, school and street.
Activities of domestic animals.

9. *Hand Work.*

- (a) Stringing:
Beads, nuts, seeds.

* Gifts numbered according to Kraus' Kindergarten Guide.

B. WORK OF THE MONTHS—Continued.

9. *Hand Work*—Continued.

- (b) *Drawing*:
School building, houses, furniture, animals, flowers and leaves.
- (c) *Winding*:
Horizontal lines,—use worsted or string and wooden boards or pastboard.
- (d) *Clay and Sand*:
Free expression of child's own ideas.

10. *Excursions*.

- (a) To park or country to observe condition of shrubs, trees, grass, etc.
- (b) To park or country to gather nuts and seeds.
- (c) To park or country to observe birds, squirrels and other animals.
- (d) To school garden to observe condition of plants and to pull weeds and gather seeds.

11. *Supplementary Material*.

- (a) Leaves, nuts, seeds, twigs and flowers.
- (b) Animals in terrarium and aquarium and pet animals of the home.
- (c) Pictures of domestic activities.
- (d) Pictures of Madonnas.
- (e) Pictures of birds and other animals.

II. NOVEMBER.

A. TOPICS OF THE MONTH.

1. *Kindergarten*.

- (a) Care of rooms.

2. *Home*.

- (a) Preparation for winter in the home.

3. *Community*.

- (a) Demonstrations incident to election day.
- (b) Displays of baker, grocer, and fruiterer.
- (c) The tailor and the shoemaker.
- (d) The harvesting and other fall work of the farmer.
- (e) Thanksgiving.

4. *Nature*.

- (a) Preparation of plants and animals for winter.
- (b) Shorter days.
- (c) Fall winds.

B. WORK OF THE MONTH.

1. *Talks*.

- (a) Necessity of care and cleanliness in kindergarten rooms. Delegate duties of dusting furniture, placing chairs, and caring for cut flowers to different members of the class.

B. WORK OF THE MONTH—Continued.

1. Talks—Continued.

- (b) Mother's fall work in the home:
 Cleaning, unpacking, and airing of heavy clothing and bedding.
 Buying and donning of winter garments.
 Canning and preserving of fruit.
- (c) Father's fall work in the home:
 Buying and storing of fruit and vegetables for winter use.
 Buying and storing of winter fuel.
- (d) How animals prepare for winter:
 The shedding of feathers, fur, and hair, and the acquisition of new warm coats.
 Storing of food.
 Hibernation.
- (e) The preparation of trees and plants for their winter sleep:
 Ripening and falling of leaves.
 Formation of buds for next year's growth.
 Dissemination of seeds.
- (f) The harvest:
 Fleshy fruits.
 Kinds commonly seen.
 General appearance of outside and internal parts.
 Uses to man and animal.
 Dry fruits.
 Where grown, how protected, uses.
 Gathering and storing of fruit and vegetables.
 Harvesting, threshing, husking, shelling and grinding of grain.
- (g) Thanksgiving.
 A holiday when father does not work.
 A family day.
 The Thanksgiving dinner.
 The first Thanksgiving Day.

2. Stories.

- (a) The Brownies, *A Kindergarten Story Book*. Jane L. Hoxie.
- (b) How a Little Boy Got a New Shirt, *In the Child's World*. Emilie Poulsson.
- (c) The Shoemaker and the Elves. Adapted from *Grimm's Fairy Tales*.
- (d) The Anxious Leaf, *Kindergarten Stories and Morning Talks*. Sara E. Wiltse.
- (e) Rhoeus, *Stories of Old Greece*. Emma M. Firth.
- (f) A Thanksgiving Story, *Kindergarten Magazine*, November, 1892. Susan P. Clement.

B. WORK OF THE MONTH—Continued.

3. *Poems.*

- (a) How the Leaves Came Down. Susan Coolidge.
- (b) Fable. Ralph Waldo Emerson.

4. *Songs.*

- (a) Song of the Season, *The Song Primer*. Alys E. Bentley
- (b) Sleep Seeds, a fragment from *A Winter Lullaby*. Reginald De Koven.
- (c) Mother's Knives and Forks, *Songs of the Child-World*. Jessie L. Gaynor.
- (d) Thanksgiving Song, *A First Book in Vocal Music*. Eleanor Smith.
- (e) Autumn Leaves, *Song Echoes from Child Land*. Harriet S. Jenks and Mabel Rust.
- (f) Good-by to Summer, *Songs for Little Children*, Part I. Eleanor Smith.
- (g) Who Has Seen the Wind, *The Song Primer*. Alys E. Bentley.
- (h) Flower's Lullaby, *Song Stories for the Kindergarten*. Mildred J. and Patty S. Hill.
- (i) The Wind,—words by Robert Louis Stevenson, *A Primer of Vocal Music*. Eleanor Smith.
- (j) Harvest Home, *A Second Book in Vocal Music*. Eleanor Smith.
- (k) Corn Song, *A Third Book in Vocal Music*. Eleanor Smith.

5. *Games.*

- (a) Sense Games.
- (b) Cherries Ripe, *Songs and Games for Little Ones*. Gertrude Walker and Harriet S. Jenks.
- (c) The Orchard, *Song Echoes from Child Land*. Harriet S. Jenks and Mabel Rust.
- (d) The Farmer, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (e) The Little Shoemaker, *Songs of the Child-World*, No. 1. Jessie L. Gaynor.
- (f) How the Corn Grew, *Finger Plays*. Emilie Poulsson.
- (g) Pat-a-cake, Pat-a-cake, *Songs for Little Children*, Part I. Eleanor Smith.
- (h) The Mill, *A First Book in Vocal Music*. Eleanor Smith.

6. *Instrumental Selections.*

- (a) For opening exercises:
Consolation, *Op. 30, No. 3*, Mendelssohn.
- (b) For marching:
Tabasco march, G. W. Chadwick.

7. *Gymnastic Exercises.*

- (a) Arm movements:
Beating rugs and blankets.
Swaying branches.

B. WORK OF THE MONTH—Continued.

7. *Gymnastic Exercises*—Continued.

(a) Arm movements—Continued.

Shaking fruit and nuts from trees.

Falling leaves.

Mowing, threshing and grinding grain.

(b) Leg movements:

Climbing trees to gather fruit and nuts.

Going to market.

(c) Head and neck movements:

Looking for new buds on trees.

Swaying grain.

(d) Body movements:

Bending to gather nuts, leaves and seeds.

Swaying grain.

Picking up vegetables in field.

(e) Breathing exercises:

Prolonged noises of animals.

Sound of wind in trees and in grain field.

(f) Toe exercises:

Standing on tiptoe to measure height with that of grain.

Reaching for fruit and buds on trees.

Getting stiffness out of new shoes.

8. *Gifts.*

(a) Second, Third, Fourth, Seventh, and Eighth Gifts:

Trees, fruit, vegetables.

Boxes for holding seeds and barrels for holding vegetables and fruit.

Barns, storehouses, mills, cellars.

Vehicles for transporting products of harvest and for carrying winter fuel.

Grandfather's house and the table spread with the Thanksgiving feast.

9. *Hand Work.*

(a) Drawing and painting:

Fruit and vegetables.

(b) Pasting:

Decorative designs from conventionalized leaf, fruit, and flower forms.

(c) Tearing:

Leaves, fruit, vegetables, winter garments.

(d) Folding:

Seed boxes, fruit baskets, receptacles for storing clothing.

(e) Winding:

Vertical and horizontal lines.

(f) Sand:

Burrows of animals, grain fields, orchards, cellars.

(g) Clay:

Impressions of leaves, nuts, and seeds.

B. WORK OF THE MONTH—Continued.

10. *Excursions.*

- (a) To park or country to observe condition of vegetable and animal life.
- (b) To the miller's or the baker's.
- (c) To the shoemaker's.
- (d) To the tailor's.

11. *Supplementary Material.*

- (a) Fruit, vegetables, nuts, seeds, leaves.
- (b) Tools and appliances of the shoemaker, baker, and tailor.
- (c) Cloth, leather.
- (d) Pictures illustrating the first Thanksgiving and those illustrating the activities of the harvest field.

III. DECEMBER.

A. TOPICS OF THE MONTH.

1. *Kindergarten.*

- (a) Care of potted plants.
- (b) Care of terrarium and aquarium.
- (c) Care of kindergarten pets.
- (d) Santa Claus in the kindergarten.

2. *Home.*

- (a) Warming and lighting.
- (b) Santa Claus in the home.

3. *Community.*

- (a) Lighting of streets.
- (b) Christmas shopping.
- (c) The Toyman.

4. *Nature.*

- (a) Christmas trees and greens.
- (b) The frozen north land, the home of Santa Claus.
- (c) Frost.
- (d) The first snow.

B. WORK OF THE MONTH.

1. *Talks.*

- (a) Plants and animals of the kindergarten:
Through observation, study, and example inspire the children with a desire to give fostering care to these pets and beautifiers of the kindergarten rooms. Delegate special duties relative to the care of these plants and animals to different children.
- (b) Sources of heat and light:
The miner.
The lamplighter.

B. WORK OF THE MONTH—Continued.

1. *Talks*—Continued.

(c) Christmas:

A time of loving and giving.

Santa Claus.

The jolly old fellow who cannot give enough.

His reindeer, his sleigh, his pack, his toys.

What he does on Christmas eve.

His home.

Letters to Santa Claus.

More than one Santa Claus.

Each child a Santa Claus.

Christmas eve.

The chimney, the fireplace.

Hanging up stockings.

Christmas morning.

Toys.

The Christmas festival in the kindergarten.

The unselfish and spiritual interpretation of Christmas.

The Babe in the manger.

2. *Stories*.

(a) *Picciola*, *The Story Hour*. Kate Douglas Wiggin and Nora A. Smith.

(b) *The Story of the Forest*, *The Story Hour*. Kate Douglas Wiggin and Nora A. Smith.

(c) *The Legend of the Christ Child*, adapted from the German by Elizabeth Harrison, *A Christmas Festival Service*. Nora A. Smith.

3. *Poems*.

(a) *A visit from St. Nicholas*. Clement C. Moore.

(b) *Santa Claus and the Mouse*, *In the Child's World*. Emilie Poulsson.

4. *Songs*.

(a) *Santa Claus*, *Finger Plays*. Emilie Poulsson.

(b) *A Wonderful Tree*, *Songs and Games for Little Ones*. Gertrude Walker and Harriet S. Jenks.

(c) *Deck the Hall*, *Wilkinson Collection*.

(d) *Ring Merry Christmas Bells*, *Song Echoes from Child Land*. Harriet S. Jenks and Mabel Rust.

(e) *Christmas Greeting*, *Merry Songs and Games*. Clara B. Hubbard.

(f) *Santa Claus*, *Song Echoes from Child Land*. Harriet S. Jenks and Mabel Rust.

(g) *Santa Claus*, *The Song Primer*. Alys E. Bentley.

(h) *Christmas Secrets*, *Songs of the Child-World*, No. II. Jessie L. Gaynor.

(i) *Jack Frost*, *Songs of the Child-World*, No. I. Jessie L. Gaynor.

B. WORK OF THE MONTH—Continued.

5. *Games.*

- (a) Hurrah for the Sleigh-Bells, *Song Echoes from Child Land.* Harriet S. Jenks and Mabel Rust.
- (b) The Toyman, *Holiday Songs.* Emilie Poulsson.
- (c) Here We Go Round the Christmas Tree, Adapted from "As We Go Round the Mulberry Bush," *Children's Old and New Singing Games.* Mari Hofer.
- (d) Dramatization of coming of Santa Claus.
- (e) Pantomime,—hanging presents on Christmas tree.

6. *Instrumental Selections.*

- (a) For opening exercises.
Christmas Eve (Nutcracker and Mouse King). Reincke.
- (b) For marching.
Funeral March of a Marionette, Gounod.

7. *Gymnastic Exercises.*

- (a) Arm Movements:
Ringing Christmas bells.
- (b) Leg Movements:
Playing reindeer.
Skating.
Movements of Mechanical toys.
- (c) Head and Neck Movements:
Looking at gifts on tree.
Nodding of mechanical toys.
- (d) Body Movements:
Playing snowball.
Bending like jointed doll.
Reaching and bending to put gifts on Christmas tree.
- (e) Breathing Exercises:
Blowing Christmas trumpet.
Expulsion of breath in noises made by mechanical toys.
- (f) Toe Exercises:
Reaching for gifts on tree.
Trying to be as tall as tree.

8. *Gifts.*

- (a) First, Second, Third, Fourth, Seventh, Eighth, and Ninth Gifts:
Chimneys, fireplaces.
Houses, shops.
Sleighs.
Toys.
Boxes.
Trees.

9. *Hand Work.*

- (a) Drawing and Painting:
Christmas tree.
Toys.
Santa Claus and his reindeer.

B. WORK OF THE MONTH—Continued.

9. *Hand Work*—Continued.(b) *Masting*:

Chains and other tree decorations.

Decorative designs.

Blotters, note covers, etc.

(c) *Tearing*:

Toys.

(d) *Folding*:

Candy boxes.

(e) *Blue prints*:

Blotters, calendars, needle books, etc.

(f) *Raphia Winding*:

Picture frames, needle-books, napkin rings, etc.

(g) *Clay*:

Toys.

10. *Excursions*.

(a) To toy shop.

(b) To park or country to see fir trees growing.

11. *Supplementary Material*.

(a) Christmas greens.

(b) Pictures illustrating Santa Claus legends.

(c) Pictures illustrating work of heat and light.

IV. JANUARY.

A. TOPICS OF THE MONTH.

1. *Kindergarten*.

(a) Materials used in work.

2. *Home*.

(a) Building of house.

(b) Home occupations.

3. *Community*.

(a) The new year.

(b) Time.

(c) Activities of certain citizens.

(d) Winter sports.

4. *Nature*.

(a) Winter.

(b) Natural light.

B. WORK OF THE MONTH.

1. *Talks*.

(a) The passing away of the old year and the coming of the new. Fresh duties and tasks.

(b) *Time*:

Ways of measuring.

Different divisions.

The clock.

Consequences of being behind time.

B. WORK OF THE MONTH—Continued.

1. *Talks*—Continued.

(c) House building:

Materials used.

Where found.

How prepared.

How transported.

The work of the carpenter, mason, plumber, glazier, and painter.

Tools and appliances used.

(d) Home duties and occupations:

The processes of washing, ironing, sewing, cleaning, and baking considered in detail.

Tools, appliances, and materials used.

(e) Industrial occupations:

The special duties and activities of conductor, motor-man, engineer, fireman, policeman, blacksmith, merchant, and manufacturer.

Tools, appliances and materials used.

(f) Winter:

General aspect of nature.

General appearance of frost, ice, and snow.

Causes.

Uses.

Sports: Skating, sliding, snowballing, sleigh riding, snow forts, snow men.

(g) Light:

Sun, moon, and stars.

Appearance, use.

2. *Stories*.(a) *The Man on the Chimney*, *Boston Collection of Kindergarten Stories*.(b) *Rhoecus*, *Stories of Old Greece*. Emma M. Firth.(c) *Ludwig and Marleen*, *A Kindergarten Story Book*. Jane L. Hoxie.(d) *The Little Gray Pony*, *Mother Stories*. Maud Lindsay.3. *Poems*.(a) *The Wind and the Moon*. George MacDonald.(b) *The Frost*. Hanna F. Gould.(c) *The Old Love*. Charles Kingsley.4. *Songs*.(a) *A New Year's Greeting*, *Holiday Songs*. Emilie Poulsson.(b) *The Clock*, *Kindergarten Review*, January, 1902. Frances E. Jacobs.(c) *The Clock*, *The Song Primer*. Alys E. Bentley.(d) *Winding the Clock*, *Songs of the Child-World*, No. 1. Jessie L. Gaynor.(e) *Jacky Frost*, *A Primer of Vocal Music*. Eleanor Smith.(f) *Earth's Dresses*, *A Primer of Vocal Music*. Eleanor Smith.

B. WORK OF THE MONTH—Continued.

4. Songs—Continued.

- (g) Winter Jewels, *Songs and Games for Little Ones*. Gertrude Walker and Harriet S. Jenks.
- (h) Twinkle, Twinkle, Little Star, *Songs and Games for Little Ones*. Gertrude Walker and Harriet S. Jenks.
- (i) The Moon, *Song Stories for the Kindergarten*. Mildred J. and Patty S. Hill.
- (j) Blowing Bubbles, *Songs of the Child-World*, No. 1. Jessie L. Gaynor.
- (k) Summer or Winter, *A Primer of Vocal Music*. Eleanor Smith.
- (l) The Woodpecker, *A Primer of Vocal Music*. Eleanor Smith.

5. Games.

- (a) Work, Work, Work, Music in *Merry Songs and Games*,—The Nailor, Page 39. Clara B. Hubbard.*
- (b) The Carpenter, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (c) The Carpenter, *The Song Primer*. Alys E. Bentley.
- (d) The Blacksmith, *Earth, Sky, and Air in Song*, Vol. 1. W. H. Neidlinger.
- (e) The Fireman, *A Primer of Vocal Music*. Eleanor Smith.
- (f) Dramatization of the work of the motorman, conductor, policeman, and merchant (with or without music).
- (g) The Wandering Song,—Last verse only, word roaming changed to skating in every case, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (h) The Snow Man, *Small Songs for Small Singers*. W. H. Neidlinger.
- (i) Sleighing Songs, *Songs of the Child-World*, No. I. Jessie L. Gaynor.
- (j) A Doll Party,—Children bring their dolls and other toys from home and play freely.

6. Instrumental Selections.

- (a) For opening exercises.
Melody in F, 1st part. Rubinstein.
- (b) For marching.
Tannehauser. Wagner.

7. Gymnastic exercises.

- (a) Arm movements:
 - Washing, ironing, scrubbing, stirring cake, etc.
 - Swinging carpenter's hammer.
 - Swinging blacksmith's hammer.
 - Clock pendulum.
 - Snowballing.

* "Work, work, work, work work and work away,
This is the way we wash the clothes
On Monday, the washing day."

Repeat, changing wash to iron and Monday to Tuesday, etc.

B. WORK OF THE MONTH—Continued.

7. *Gymnastic Exercises*—Continued.

(b) Leg movements:

Skating, sliding.

Galloping, walking, and trotting horses.

Climbing fireman's ladder.

(c) Head and neck movements:

Looking at building on fire.

Looking at stars and moon.

Moving in time to clock pendulum.

(d) Body movements:

Picking up tools.

Making snowballs.

(e) Breathing exercises:

The fire whistle.

The alarm clock.

Whistle and bell of steam engine.

Deep breathing while playing at snowballing, skating and sliding.

(f) Toe exercises:

Standing on tiptoes to hand tools to workmen.

Growing tall.

8. *Gifts*.

(a) Third, Fourth, Fifth, Seventh, Eighth, and Ninth Gifts:

Houses, furniture, cars, engines, clocks.

Tools used by workmen.

Objects and appliances used in washing, ironing, scrubbing, baking, etc.

Snow forts, sleighs, snow crystals, etc.

9. *Hand Work*.

(a) Drawing and Painting:

Illustrate home occupations, the trades and winter sports.

(b) Cutting:

Tools and appliances used in home occupations and in trades.

(c) Folding:

Articles of clothing.

(d) Sewing:

Overhanding of cheesecloth dusters.

(e) Weaving:

Paper or raphia mats for doll house.

(f) Construction work from miscellaneous materials:

Houses, cars, engines, wagons, etc.

(g) Sand:

House cellar, snow man, snowballs, snow fort.

10. *Excursions*.

(a) To observe house builders at work.

(b) To blacksmith's shop.

B. WORK OF THE MONTH—Continued.

10. *Excursions*—Continued.

- (c) To workshop in school building or to shop of cabinet maker.
- (d) To park or country to observe nature's winter aspect.

11. *Supplementary Material.*

- (a) Tools of carpenter and blacksmith.
- (b) Various kinds of timepieces.
- (c) Tools and materials used in the home occupations.
- (d) Iron, wood, stone, brick.
- (e) Trade pictures.
- (f) Mother Play picture,—The Light Bird.

V. FEBRUARY.

A. TOPICS OF THE MONTH.

1. *Kindergarten.*

- (a) Care of children for one another,—protection of younger and weaker by older and stronger.

2. *Home.*

- (a) Indoor sports and games.

3. *Community.*

- (a) Child's conduct in public.
- (b) The postman.
- (c) St. Valentine's Day.
- (d) Our municipal servants.
- (e) The soldier.
- (f) Our heroes.
- (g) Heroes of other lands.
- (h) The knights of old.

4. *Nature.*

- (a) Longer days.
- (b) Freezing and melting.
- (c) Continued observation of earth's winter aspect.
- (d) Indoor planting of seeds.

B. WORK OF THE MONTH.

1. *Talks.*

- (a) Proper and improper conduct in public places:
 - The child's relation to public servants and to others.
 - Littering the street.
 - Obstruction of sidewalk.
 - Catching on behind vehicles.
 - Gazing in at private windows.
 - Annoying drivers, stablemen, trades people, and others.
- (b) The postman:
 - His work, his devotion to duty, his patience and hardi-
hood.

B. WORK OF THE MONTH—Continued.

1. *Talks*—Continued.

(c) St. Valentine's Day:

Its meaning.

A time to show friendliness and approval.

Legends concerning St. Valentine.

(d) The soldier:

A public servant.

His accoutrements, his camps, his marches.

His bravery, unselfishness, endurance.

(e) Other public servants:

'The governor and the president.

(f) Our heroes:

Abraham Lincoln.

His birthday.

George Washington.

His birthday.

His boyhood.

His life as a soldier.

Our first president and the father of his country.

(g) Story of our flag:

How it came to be.

Meaning of the stars and stripes.

(h) The heroes of other lands:

Bravery, daring, self-sacrifice.

'The knights.

2. *Stories*.(a) Little George Washington, *The Story Hour*. Kate Douglas Wiggin and Nora A. Smith.(b) Great George Washington, *The Story Hour*. Kate Douglas Wiggin and Nora A. Smith.(c) How Little Cedric Became a Knight, *In Story Land*. Elizabeth Harrison.(d) The Sailor Boy of Havre, *Kindergarten Review*, February, 1898.(e) Dora, the Little Girl of the Lighthouse, *Boston Collection of Kindergarten Stories*.(f) The Little Hero of Harlem, *In the Child's World*. Emilie Poulsson.3. *Poems*.(a) *Answer to a Child's Question*. Samuel Taylor Coleridge.4. *Songs*.(a) My Country, 'Tis of Thee! *A First Book of Vocal Music*. Eleanor Smith.(b) Columbia, *A First Book in Vocal Music*. Eleanor Smith.(c) The Star-Spangled Banner, *A First Book of Vocal Music*. Eleanor Smith.(d) Flag Song, *Small Songs for Small Singers*. W. H. Neidlinger.

B. WORK OF THE MONTH—Continued.

4. *Songs*—Continued.

- (e) The Drum, *A First Book of Vocal Music*. Eleanor Smith.
 (f) Hail Columbia, *A Second Book in Vocal Music*. Eleanor Smith.

5. *Games*.

- (a) Drop the Handkerchief, *Songs of the Child-World*, No. I. Jessie L. Gaynor.
 (b) Bean Bag, Ball Race, Hide and Seek, Blind Man's Buff, and other indoor games.
 (c) St. Valentine's Day, *Holiday Songs*. Emilie Poulsson.
 (d) Soldier Boy, *Children's Old and New Singing Games*. Mari Hofer.
 (e) We March Like Soldiers, *Songs of the Child-World*, No. I. Jessie L. Gaynor.
 (f) March, March, March, *A Dozen and Two*. Louise P. Warner.
 (g) Bugle Calls.—Assembly, Fatigue, Forward March, Mess, Quick Time, Reveille, Lie Down, Rise, and Halt.
 (h) Tenting on the Old Camp Ground, *A Third Book in Vocal Music*. Eleanor Smith.
 (i) The Arch, *Songs, Games and Rhymes*. Eudora L. Hailmann.
 (j) The Knights and the Good Child, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
 (k) The Lighthouse, wind and waves, without music.
 (l) The Musicians, *Kindergarten Review*, September, 1903.

6. *Instrumental Selections*.

- (a) For opening exercises.
 Cradle Song. Grieg.
 (b) For marching.
 Soldiers' March. Schumann.

7. *Gymnastic Exercises*.

- (a) Arm movements:
 Waving of flags.
 Saluting flags.
 Saluting officers.
 (b) Leg movements:
 Soldiers marching.
 (c) Head and neck movements:
 Looking at flags on poles and buildings.
 Bowing of cavalry horses.
 (d) Body movements:
 Drill exercises of soldiers.
 (e) Breathing exercises:
 Bugle calls.
 (f) Toe exercises:
 Drill of soldiers.

B. WORK OF THE MONTH—Continued.

8. *Gifts.*

- (a) Third, Fourth, Fifth, Seventh, Eighth and Ninth Gifts:
 Post office and other public buildings.
 Letter boxes.
 Public conveyances.
 Illustration of drill and maneuvers of soldiers.
 Forts and camps.
 Lighthouses.

9. *Hand Work.*

- (a) Drawing and Painting:
 Flags.
 Valentines.
 (b) Cutting and Pasting:
 Badges of red, white, and blue.
 Frames for pictures of Lincoln and Washington.
 (c) Folding, Cutting, and Pasting:
 Letters and valentines.
 (d) Construction Work:
 Pasteboard letter box and postman's bag.
 (e) Sand:
 Soldier camps.
 Illustrate *Dora of the Lighthouse.*

10. *Excursions.*

- (a) To post office.
 (b) To park or country to observe aspect of nature at this season.
 (c) To Zoo to see winter quarters of animals.

11. *Supplementary Material.*

- (a) Flags and drums.
 (b) Pictures illustrating various subjects treated.
 (c) Mother Play picture,—The Knights and the Good Child.

VI. MARCH.

A. TOPICS OF THE MONTH.

1. *Kindergarten.*

- (a) Mutual helpfulness.

2. *Home.*

- (a) The furnishing and the uses of the separate rooms of the house.

3. *Community.*

- (a) The street cleaner.
 (b) Spring work of the farmer.
 (c) Transportation.

A. TOPICS OF THE MONTH—Continued.

4. *Nature.*

- (a) Wind.
- (b) Water.
- (c) Melting of snow and ice.
- (d) Awakening of life.

B. WORK OF THE MONTH.

1. *Talks.*

- (a) The house in which we live:
 - Number of rooms.
 - Uses of each.
 - Manner of furnishing.
 - Uses of contents.
- (b) The farmer:
 - Spring plowing.
- (c) Transportation:
 - The different appliances and forces for this purpose.
 - The carrying of people and of messages.
 - The carrying of food, clothing, fuel.
 - The carrying of building material.
- (d) The Wind:
 - Different kinds.
 - Its work:
 - Transporting.
 - Purifying.
 - Drying.
 - Gathering and dispersing of clouds.
 - Turning of mills and weather vanes.
 - A playfellow:
 - Flying kites.
 - Turning pin wheels.
 - Sailing toy boats.
- (e) Water:
 - Different forms.
 - Different bodies.
 - Uses:
 - A transporter.
 - A purifier.
 - A nourisher.
 - A motor power.
 - A home for certain animals.
- (f) The awakening of life in the spring:
 - Starting of sap in trees.
 - Bursting of buds.
 - Opening of early flowers.
 - Springing of grass.
 - Germination of seeds.
 - Reappearance of hibernating animals.
 - Return of birds.

B. WORK OF THE MONTH—Continued.

2. *Stories.*

- (a) The Wind and the Sun, *In the Child's World*. Emilie Poulsson.
- (b) Odysseus and the Bag of Winds, *In the Child's World*. Emilie Poulsson.
- (c) Coming and Going, *Kindergarten Stories and Morning Talks*. Sara E. Wiltse.
- (d) Little Half Chick, *For the Children's Hour*. Carolyn S. Bailey and Clara M. Lewis.
- (e) The Sleeping Princess, *A Kindergarten Story Book*. Jane L. Hoxie.
- (f) Dunny, *A Kindergarten Story Book*. Jane L. Hoxie.

3. *Poems.*

- (a) Windy Nights. Robert Louis Stevenson.
- (b) What the Winds Bring. Edmund C. Stedman.
- (c) Song of the Brook. Alfred Tennyson.
- (d) Who Likes the Rain? *For the Children's Hour*. Carolyn S. Bailey and Clara M. Lewis.
- (e) Blow, Wind, Blow! *The Nursery Rhyme Book*. Andrew Lang.
- (f) Boats Sail on the Rivers, *Sing Song Rhymes*. Christina G. Rossetti.

4. *Songs.*

- (a) The Song of the Rain, *Songs and Games for Little Ones*. Gertrude Walker and Harriet S. Jenks.
- (b) Sailing, Sailing (Sheet music published by Oliver Ditson Company). Godfrey Marks.
- (c) Boating Song, *Songs of the Child-World*, No. I. Jessie L. Gaynor.
- (d) Wind Song, *Songs for Little Children*, Part I. Eleanor Smith.
- (e) Pussy Willow, *Songs and Games for Little Ones*. Gertrude Walker and Harriet S. Jenks.
- (f) The Snow Birds' Message, *A Primer of Vocal Music*. Eleanor Smith.
- (g) The Little Trolls are Spinning, *A Primer of Vocal Music*. Eleanor Smith.

5. *Games.*

- (a) The Golden Boat Song, *Golden Boat*. L. O. Chant.
- (b) The Fish in the Brook, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (c) The Train, *The Song Primer*. Alys E. Bentley.
- (d) Honk! Honk! *The Song Primer*. Alys E. Bentley.
- (e) The Weather Vane, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (f) The Windmill, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (g) Flying Kites (any music appropriate for a running exercise).

B. WORK OF THE MONTH—Continued.

5. *Games*—Continued.

- (h) The Trees, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (i) The Farmer, *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (j) The Farmer's Animals, *Holiday Songs*. Emilie Poulsson.
- (k) Mr. Frog, *Small Songs for Small Singers*. W. H. Neidlinger.
- (l) Dobbin's Good-night Song, *Seven Children's Songs*. Grieg.

6. *Instrumental Selections*.

- (a) For opening exercises.
Spring's Awakening, Bach.
- (b) For marching.
Aida, Verdi.

7. *Gymnastic Exercises*.

- (a) Arm Movements:
 - Swaying trees.
 - Flying birds.
 - Weather vane.
 - Windmill.
 - Rowing.
- (b) Leg Movements:
 - Hopping birds.
 - Stepping across brook.
 - Wading.
 - Messenger boy.
- (c) Head and Neck Movements:
 - Birds and chickens drinking.
 - Looking at flying kites.
 - Looking at clouds.
- (d) Body Movements:
 - Weather vane.
 - Cleaning streets.
 - Stooping to drink at brook.
 - Bending of trees.
- (e) Breathing Exercises:
 - Noises of wind and water.
 - Blowing pin wheel.
- (f) Toe Exercises:
 - Trying to pick pussy willows.
 - Walking on tiptoes to keep from wetting feet.

8. *Gifts*.

- (a) First, Second, Third, Fourth, Fifth, Seventh, Eighth, Ninth, Eleventh, and Thirteenth Gifts:
 - Houses, rooms, furniture, mills, bridges, weather vanes, wagons, cars, boats, wheels, automobiles, balloons.
 - Telegraph and telephone lines.
 - Car tracks.

B. WORK OF THE MONTH—Continued.

8. *Gifts*—Continued.

- (a) First, Second, Third, Fourth, Fifth, Seventh, Eighth, Ninth, Eleventh, and Thirteenth Gifts—Continued.
Boxes, barrels, trunks, and other receptacles for holding transported articles.
Tools of the farmer and of the street cleaner.

9. *Hand Work*.

- (a) Drawing:
Windmills, weather vanes, vehicles for transportation purposes.
- (b) Painting:
Pussy willow twig.
- (c) Folding:
Furniture, boxes, bags, kites, pin wheels.
- (d) Sewing:
Doll's clothing.
- (e) Weaving:
Lamp mat.
- (f) Construction work with miscellaneous materials:
Windmills, water wheels, weather vanes, boats, wagons, bridges.
- (g) Sand:
Representations of different bodies of water.

10. *Excursions*.

- (a) To near-by bodies of water.
- (b) To park or country to observe swelling buds, springing grass, awakening of animal life.
- (c) To the country to see the spring plowing.

11. *Supplementary Material*.

- (a) Buds, twigs, bulbs, seeds.
- (b) Life in the terrarium and aquarium.
- (c) House plants.
- (d) Pictures illustrating talks and stories.
- (e) Mother Play Picture,—The Weather Vane.

VII. APRIL.

A. TOPICS OF THE MONTH.

1. *Kindergarten*.

- (a) Beautifying of rooms.
- (b) The spring house cleaning.
Cleaning and arranging supply cupboards.
- (c) Friedrich Froebel's birthday.

2. *Home*.

- (a) Changes in clothing.
- (b) House cleaning.

A. TOPICS OF THE MONTH—Continued.

3. *Community.*

(a) Easter.

(b) Street-paving, digging of sewers, working on country roads.

(c) Cleaning of streets, parks, and yards.

4. *Nature.*

(a) Germination of seeds.

(b) Trees and buds.

(c) Flowers.

(d) Birds and animals.

B. WORK OF THE MONTH.

1. *Talks.*

(a) Home:

Mother's activities in early spring:

Cleaning and care of rooms and furnishings.

Care of clothing:

Buying, mending.

Adjusting to meet changes in weather.

(b) Friedrich Froebel:

His birthday.

What he did for little children.

His own childhood.

His love of nature.

(c) Easter:

Meaning of day.

Easter lilies and other flowers.

Easter eggs and rabbits.

The chrysalis and butterfly.

(d) The passing of winter and coming of summer:

Growing grass.

Opening buds.

Springing seeds.

Planting of seeds and bulbs.

Spring habits of animals:

Frogs, turtles, fishes, snails, snakes, flies, bees, butterflies.

Birds:

Nest building.

Care of young.

Songs.

(e) Activities on the street:

The laborer who digs the sewer, cleans the street, and performs other disagreeable but necessary work.

2. *Stories.*(a) The Fairy Shoes. *A Kindergarten Story Book.* Jane L. Hoxie.(b) Coming and Going. *Kindergarten Stories and Morning Talks.* Sara E. Wiltse.

B. WORK OF THE MONTH—Continued.

2. *Stories*—Continued.

- (c) Rhæcus. *Stories of Old Greece*. Emma M. Firth.
- (d) The Brownies. *A Kindergarten Story Book*. Jane L. Hoxie.
- (e) Dust under the Rug. *Mother Stories*. Maud Lindsay.
- (f) The Snowdrop. *The Children's Hour*. Carolyn S. Bailey and Clara M. Lewis.
- (g) Froggy's Adventure. *A Kindergarten Story Book*. Jane L. Hoxie.

3. *Poems*.

- (a) The Voice of the Grass. Sarah Roberts.
- (b) The Cow. Robert Louis Stevenson.
- (c) The Bluebird. Emily Huntington Miller.
- (d) What Does Little Birdie Say? Alfred Tennyson.
- (e) The Little Plant. *In the Child's World*. Emilie Poulsson.
- (f) Baby Seed Song. E. Nesbit.

4. *Songs*.

- (a) "Bobby" Redbreast. *The Song Primer*. Alys E. Bentley.
- (b) Flying Song, *Song Stories for the Kindergarten*. Mildred J. and Patty S. Hill.
- (c) All the Birds Have Come Again. *Songs and Games for Little Ones*. Gertrude Walker and Harriet S. Jenks.
- (d) Over the Bare Hills Far Away. *Songs and Games for Little Ones*. Gertrude Walker and Harriet S. Jenks.
- (e) Plant Song. *A Dozen and Two*. Louise P. Warner.
- (f) Snowdrops and Violets. *Song Echoes from Child Land*. Harriet S. Jenks and Mabel Rust.
- (g) The First Flying Lesson. *Small Songs for Small Singers*. W. H. Neidlinger.
- (h) On Froebel's Birthday. *Holiday Songs*. Emilie Poulsson.
- (i) At Easter Time. *Songs and Games for Little Ones*. Gertrude Walker and Harriet S. Jenks.

5. *Games*.

- (a) In a Hedge. *Songs for Little Children*, Part I. Eleanor Smith.
- (b) The Little Plant. *Finger Plays*. Emilie Poulsson.
- (c) See-Saw. *Songs of the Child-World*, No. I. Jessie L. Gaynor.
- (d) The Giants. *Songs of the Child-World*, No. I. Jessie L. Gaynor.
- (e) The Brownies. *Songs of the Child-World*, No. I. Jessie L. Gaynor.
- (f) Rhythm Game. *Songs of the Child-World*, No. I. Jessie L. Gaynor.
- (g) Dancing Song. *A First Book in Vocal Music*. Eleanor Smith.
- (h) Hansel and Gretel Dance. *Children's Old and New Singing Games*. Mari Hofer.

B. WORK OF THE MONTH—Continued.

5. *Games*—Continued.

- (i) Transformation Game. *Songs and Music of Froebel's Mother Play.* Susan E. Blow.
- (j) Ball Games, Running Games, Rolling Hoop, Skipping Rope, Spinning Top and imitations of other outdoor sports.

6. *Instrumental Selections.*

- (a) For opening exercises.
The Spring Song. Mendelssohn.
- (b) For marching.
Lenore. Raff.

7. *Gymnastic Exercises.*

- (a) Arm movements:
 - Rolling Easter eggs.
 - Digging for seed planting.
 - Flying birds.
- (b) Leg movements:
 - Flying and hopping birds.
 - Running on errands for mother.
- (c) Head and neck movements:
 - Bird drinking.
 - Bird putting head under wing.
 - Looking for birds in trees and in the sky.
- (d) Body movements:
 - Bending to pick up scraps of paper on street, in park or in house.
- (e) Breathing exercises:
 - Whistling of birds.
 - Calling to playmates.
- (f) Toe exercises:
 - The child a bouncing ball.

8. *Gifts.*

- (a) First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, and Thirteenth Gifts:
 - The kindergarten and its furnishings.
 - The home and its furnishings.
 - Parks, streets, sewers, roads.
 - Places where birds build their nests.
 - Homes of animals.
 - Forms illustrating incidents of Froebel's childhood.

9. *Hand Work.*

- (a) Drawing and painting:
 - Easter flowers, eggs, and rabbits.
- (b) Pasting:
 - Decorative border design from conventionalized rabbit form.
- (c) Coloring of eggshells after the eggs have been boiled.

B. WORK OF THE MONTH—Continued.

9. *Hand Work*—Continued.

- (d) Making, with the help of sealing-wax, paint, paste, and paper, eggshell cups, sailboats, etc.
- (e) Blue prints:
Spring flowers.
- (f) Sewing:
Frames for Easter pictures.
- (g) Raphia winding:
Basket for Easter eggs or flowers.
- (h) Construction work, with "outside material":
Dustpan, pail, broom, etc., used in house cleaning.
- (i) Sand:
Streets, parks, etc.
- (j) Clay:
Bird's nest and eggs.
Easter eggs.
Rabbit.
- (k) Wood work:
Window box for seed planting.

10. *Excursions*.

- (a) To park or country to observe progress in growth of grass and development of buds.
- (b) To park or country to observe the birds.
- (c) To park or country to observe the spring habits of animals.
- (d) To pond or march to gather frog's eggs.

11. *Supplementary Material*.

- (a) Spring flowers.
- (b) Small animals that hibernate.
- (c) Life in terrarium and aquarium.
- (d) Buds, nests, cocoons.
- (e) Pictures of Friedrich Froebel.
- (f) Mother Play picture,—The Nest.
- (g) Pictures presenting symbolism of Easter time.
- (h) Chickens, eggs.

VIII. MAY AND JUNE.

A. TOPICS OF THE MONTHS.

1. *Kindergarten*.

- (a) Garden beds in yard:
Planting, watering, weeding.

2. *Home*.

- (a) Games and sports in house and yard.
- (b) Care of garden beds and yards.

A. TOPICS OF THE MONTHS—Continued.

3. *Community.*

- (a) May Day Festival.
- (b) Games and sports in park and street.
- (c) Spring work of the farmer.

4. *Nature.*

- (a) Trees.
- (b) Flowers.
- (c) Birds.
- (d) Insects.
- (e) Summer.

B. WORK OF THE MONTHS.

1. *Talks.*

- (a) The common wild flowers:
 - Manner and place of growth.
 - Colors, odors, forms.
 - Use of flowers to insects and of insects to flowers.
- (b) Examination and discussion of twigs, buds, leaves, trees.
- (c) Observation of the growth of seedlings.
- (d) Bees:
 - Kinds, appearance, homes.
 - Honey gathering, wax making.
 - Care of hive, care of young.
 - Use to plants and animals.
- (e) Butterflies, moths, and caterpillars:
 - Appearance.
 - Food.
 - Cocoon and chrysalis making.
 - Transformation.
 - Uses.
- (f) Insect life in general:
 - Appearance, habits, and uses of ants, spiders, flies, crickets, grasshoppers, and wasps.
- (g) The farmer's spring work:
 - Preparation of ground.
 - Sowing and planting.
 - Hoeing, weeding, harrowing.
- (h) Grass:
 - Growth.
 - Harvesting.
 - Cutting, curing, storing.
 - Uses.
- (i) The cow:
 - Her products.

2. *Stories.*

- (a) The Queen Bee. *Household Tales.* Grimm Brothers.
- (b) Picciola. *A Kindergarten Story Book.* Jane L. Hoxie.
- (c) What Happened on the Road to Grandfather Goodfield's. *A Kindergarten Story Book.* Jane L. Hoxie.

B. WORK OF THE MONTHS—Continued.

2. *Stories*—Continued.

- (d) The Lost Comb. *A Kindergarten Story Book*. Jane L. Hoxie.
- (e) Dunny. *A Kindergarten Story Book*. Jane L. Hoxie.
- (f) A Barn Yard Talk. *In the Child's World*. Emilie Poulsson.
- (g) The Life of a Silkworm. *In the Child's World*. Emilie Poulsson.

3. *Poems*.

- (a) The Cow. Robert Louis Stevenson.
- (b) The Little Plant. *In the Child's World*. Emilie Poulsson.
- (c) There Was a Tree Stood in the Ground. *Old School Reader*.
- (d) If All the Seas Were One Sea. *Nursery Rhymes*. Hallowell.

4. *Songs*.

- (a) May Day. *May Day Revels*. Novello, Ewer & Co., Pub.
- (b) Away Among the Blossoms. *Merry Songs and Games*. Clara B. Hubbard.
- (c) Little Gipsy Dandelion. *A Primer of Vocal Music*. Eleanor Smith.
- (d) A Song for Summer. *Stories in Song*. Elizabeth U. Emerson and Kate L. Brown.
- (e) Summer Song. *Song Stories for the Kindergarten*. Mildred J. and Patty S. Hill.
- (f) A Little Boy's Walk. *Finger Plays*. Emilie Poulsson.
- (g) The Caterpillar. *Finger Plays*. Emilie Poulsson.
- (h) The Toad's Mistake. *The Song Primer*. Alys E. Bentley.
- (i) Baby Bye. *Flag of the Free Collection*.
- (j) Grass Mowing. *Songs and Music of Froebel's Mother Play*. Susan E. Blow.
- (k) A Summer Lullaby. *A First Book in Vocal Music*. Eleanor Smith.
- (l) The Little Elf. *A First Book in Vocal Music*. Eleanor Smith.
- (m) Farmyard Song. *Seven Children's Songs*. Grieg.

5. *Games*.

- (a) May Song,—an old English festival song. *Wilkinson Collection*.
- (b) Fly Singing Bird,—adapted from trio. Edward Elgar.
- (c) Caterpillar Song. *Kindergarten Review*, March, 1902. Frances E. Jacobs.
- (d) The Counting Lesson. *Finger Plays*. Emilie Poulsson.
- (e) Busy Bees. *Songs, Games and Rhymes*. Eudora L. Hailmann.
- (f) The Bee. *The Song Primer*. Alys E. Bentley.

B. WORK OF THE MONTHS—Continued.

5. *Games*—Continued.

- (g) Smelling Game. *Songs and Games for Little Ones.* Gertrude Walker and Harriet S. Jenks.
- (h) The Storm. Music, first four measures of "The Snail" in *Songs and Games for Little Ones.* Gertrude Walker and Harriet S. Jenks.*
- (i) Imitations of all kinds of outdoor sports and games accompanied by appropriate rhythmic music on piano.
- (j) The Swing. *Second Book in Vocal Music.* Eleanor Smith.

6. *Instrumental Selections.*

- (a) For opening exercises.
Wild Rose. MacDowell.
- (b) For marching.
Dorothy. Seymour Smith.

7. *Gymnastic Exercises.*

- (a) Arm movements:
Swinging of scythe.
Flying of bees, butterflies, and birds.
- (b) Leg movements:
Mowing of grass.
Flying.
Children at play.
- (c) Head and neck movements:
Swaying and nodding of flowers.
- (d) Body movements.
Working in garden.
Picking flowers.
- (e) Breathing exercises:
Noises of insects.
- (f) Toe exercises:
Growing of grass and flowers.

8. *Gifts.*

- (a) First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, and Thirteenth Gifts:

Garden beds and fields.
Trees in woods where wild flowers grow.
Fences on farms.
Paths and roads through fields and meadows.
Farm buildings.
Farmer's tools and vehicles.
Beehives and honey boxes.
Toys used in games and sports.

* "Hear the softly falling showers
Calling to the grass and flowers.
Hear the gently whispering breeze
Sighing softly through the trees.
Hear the mighty rushing gale
Bounding over hill and dale.
See the vivid lightning flash,
Hear the roaring thunder crash."

B. WORK OF THE MONTHS—Continued.

9. *Hand Work.*

- (a) Drawing and painting:
Illustrations of talks and stories.
Flowers.
- (b) Blue prints:
Flowers.
- (c) Cutting:
Flower forms.
- (d) Pasting:
Decorative designs with conventionalized butterfly and
flower forms.
- (e) Folding:
Butterfly.
May baskets.
May caps.
- (f) Sewing:
May caps.
- (g) Weaving:
May baskets.
- (h) Sand:
Section of park where May dance is conducted,—use
stick for pole, colored worsted for ribbons, and paper
dolls for children.
- (i) Clay:
Toys.
Farmer's tools.
Flower jar.

10. *Excursions.*

- (a) To country or woods to gather wild flowers.
- (b) To country or park to observe changes in trees.
- (c) To country or park to observe insects.
- (d) To farm to observe spring work and growth of crops.
- (e) To apiary to observe bees.
- (f) To park or field for May party.

11. *Supplementary Material.*

- (a) Caterpillars, cocoons, butterflies, and moths.
- (b) Bees and other insects.
- (c) Honey, honeycomb, and wax.
- (d) Wasps' nests.
- (e) Flowers, leaves, buds, twigs.
- (f) Mother Play picture,—Grass Mowing.

A NATURE PROGRAM.

I. PURPOSE.

- A. To awaken an interest in natural phenomena.
- B. To call forth a fostering spirit or, in other words, to develop a feeling of sympathy, care, and fellowship for plants and animals.

II. MEANS EMPLOYED.

- A. Care of pet animals.
- B. Cultivation of plants.
- C. Excursions to park and country.
- D. Nature materials brought into the kindergarten.
- E. Songs, stories, poems, and talks relating to plant and animal life and to other natural phenomena.
- F. Pictures.

III. GENERAL TOPICS FOR THE YEAR.

A. *Animal Life.*

- 1. Birds in the fall and winter.
- 2. Birds in the spring and summer.
- 3. Bees.
- 4. Butterflies.
- 5. Ants, wasps, crickets, grasshoppers, spiders, flies.
- 6. Pet animals.
- 7. Domestic animals.
- 8. Fishes, frogs, toads, turtles, snakes, snails.

B. *Vegetable Life.*

- 1. Flowers.
- 2. Trees in the fall and winter.
- 3. Trees in the spring and summer.
- 4. Seeds and nuts in the autumn.
- 5. Seeds in the spring.
- 6. Fruit.
- 7. Grains and vegetables.

C. *The Elements.*

- 1. Wind.
- 2. Water.
 - (a) Bodies of.
 - (b) Forms of.
 - (1) Rain.
 - (2) Frost.
 - (3) Ice.
 - (4) Snow.
- 3. Light.
 - (a) Sources of.
 - (1) Sun.
 - (2) Moon.
 - (3) Stars.

IV. TEACHERS' REFERENCES.

- A. *Nature Study and Life*. Ciffton F. Hodge. Boston, Ginn & Co.
- B. *Tenants of an Old Farm*. Henry C. McCook. New York, Fords, Howard & Hurlbert.
- C. *Text-Book in General Zoology*. Henry R. Linville and Henry A. Kelly. Boston, Ginn & Co.
- D. *Familiar Trees and Their Leaves*. F. Schuyler Mathews. New York, D. Appleton & Co.
- E. *The Tree Book*. Julia E. Rogers. New York, Doubleday, Page & Co.
- F. *Field Book of American Wild Flowers*. F. Schuyler Mathews. New York, G. P. Putnam's Sons.
- G. *Familiar Flowers of Field and Garden*. F. Schuyler Mathews. New York, D. Appleton & Co.
- H. *How to Know the Wild Flowers*. Mrs. William Starr Dana. New York, Charles Scribner's Sons.
- I. *Bird Life*. Frank M. Chapman. New York, D. Appleton & Co.
- J. *Handbook of Birds of Eastern North America*. Frank M. Chapman. New York, D. Appleton & Co.
- K. *Bird Neighbors*. Neltje Blanchan. New York, Doubleday, Page & Co.
- L. *Field Book of Wild Birds and Their Music*. F. Schuyler Mathews. New York, G. P. Putnam's Sons.
- M. *Birds and Bees*. John Burroughs. Boston, Houghton, Mifflin & Co.
- N. *The Bee People*. Margaret W. Morley. Chicago, A. C. McClurg & Co.
- O. *The Insect Book*. Leland O. Howard. New York, Doubleday, Page & Co.
- P. *The Butterfly Book*. W. J. Holland. New York, Doubleday, Page & Co.
- Q. *The Sea-Beach at Ebb Tide*. Augusta Foote Arnold. New York, The Century Company.
- R. *American Fishes*. G. Brown Goode. Boston, Estes & Lauriat.
- S. *The Frog Book*. Mary C. Dickerson. New York, Doubleday, Page & Co.
- T. *Squirrels and Other Fur Bearers*. John Burroughs. Boston, Houghton, Mifflin & Co.
- U. *Domesticated Animals*. Nathaniel Southgate Shaler. New York, Charles Scribner's Sons.
- V. *Star-Land*. Sir Robert Starwell Ball. Boston, Ginn & Co.
- W. *The Fairy-Land of Science*. Arabella B. Buckley. New York, D. Appleton & Co.
- X. *The Song of Life*. Margaret W. Morley. Chicago, A. C. McClurg & Co.
- Y. *About the Weather*. Mark W. Harrington. New York, D. Appleton & Co.
- Z. *Mother Nature's Children*. Allen Walton Gould. Boston, Ginn & Co.

TOPICS FOR SEPTEMBER.

- A. *Insects,—Ants, Wasps, Crickets, Grasshoppers, Spiders, Flies.*
 B. *Birds in the Fall and Winter.*

WORK FOR SEPTEMBER.*

A. FIRST WEEK.

GENERAL SUBJECT,—INSECTS.

1. *Monday.*

(a) Talk:

Let the children name all the insects they can. Show a colony of ants, either in the science room of the school or in their natural environment out of doors in the park or garden, and let the children watch these little creatures at their work. Tell how ants build their homes, get their food, and care for their young.

(b) Gift:

Blocks, sticks, or tablets. Make field, park, or roadway where homes of ants are to be found.

(c) Hand Work:

Sand Tray. Make ant-hills.

2. *Tuesday.*

(a) Talk:

The appearance and habits of social wasps. Show nest of paper-making wasp and tell how this little insect produces the paper from which her home is constructed. Show nest of mud-dauber and mention some of the interesting peculiarities of the solitary wasp. Show the children some living specimens of wasps or, better still, take them where they may see a wasps' nest and wasps at work in their natural environment.

(b) Gift:

Blocks or sticks. Represent trees and shrubs or out-houses and porches where wasps' nests are often found.

(c) Hand Work:

Drawing. Represent nest of paper-making wasp.

3. *Wednesday.*

(a) Talk:

Show living specimens or good pictures of crickets and grasshoppers, or take the children to the field to observe the movements and to hear the songs of these insects. Tell how these little creatures make their music, get their food, and deposit their eggs.

(b) Gift:

Peg boards. Inclose a field or meadow.

* Although detailed suggestions are made for only two weeks of nature work during each month, it will not be possible or desirable for the kindergarten, wishing to follow this plan of work, to crowd all the proposed exercises into her monthly program. It is taken for granted that she will select only those suited to the needs and the environment of her pupils, leaving the rest untouched.

A. FIRST WEEK—Continued.

3. *Wednesday*—Continued.

(c) Hand Work:

Stringing of beads, disks, and straws or of nature material collected during walk.

4. *Thursday*.

(a) Talk:

The spider. Her form, color, nest, web, food, etc. Observe living spiders and watch them at work if possible. Tell story of "Arachne" in Emma Firth's *Stories of Old Greece*.

(b) Gift:

Sticks. Lay in form of spider web.

(c) Hand Work:

Draw spider web.

5. *Friday*.

(a) Talk:

The appearance, habits, and uses of the housefly. Read *A Letter from a Fly* in *The Child-Garden* for September, 1893. Repeat the poem *Baby Bye* by Theodore Tilton.

(b) Gift:

Sticks or blocks or tablets. Represent window where the flies love to congregate.

(c) Hand Work:

Fold window.

B. SECOND WEEK.

GENERAL SUBJECT,—BIRDS IN THE FALL AND WINTER.

1. *Monday*.

(a) Talk:

The migration of birds. The kind of birds that go south and why they go. What they do while in the warmer climate. Interest the children in watching for the migratory flight of birds, which may sometimes even be seen from the window of the city kindergarten.

(b) Gift:

Sticks or blocks or tablets. Make representations of cages and bird houses in the park where various birds are confined, especially during the fall and winter months.

(c) Hand Work:

Cut or tear bird form.

2. *Tuesday*.

(a) Talk:

Name birds that do not migrate. Tell the story of *Coming and Going* from Henry Ward Beecher's *Norwood*, or *The Crane Express* from Emilie Poulsson's *In the Child's World*.

B. SECOND WEEK—Continued.

2. *Tuesday*—Continued.

(b) Gift:

Blocks. Make section of tree in which children have seen the home of a woodpecker.

(c) Hand Work:

Sand. Use twigs and bits of cotton wool and represent a section of the park or country showing trees with empty nests left by migratory birds.

3. *Wednesday*.

(a) Talk:

Describe our winter birds and their habits,—the pigeon, crow, nuthatch, chickadee, woodpecker, junco, house sparrow, etc. Show Froebel's *Mother Play* picture, *The Pigeon House*.

(b) Gift:

Tablets. Make picture of bird house in tree, or of pigeon house on pole.

(c) Hand Work:

Drawing. Make pigeon house or other bird houses, or pictures of birds.

4. *Thursday*.

(a) Talk:

The molting of birds and their acquisition of new coats of down and feathers. Relate anecdotes showing how some birds obtain food and shelter during the winter months.

(b) Gift:

Blocks. Represent different places where house sparrows seek protection from the winter weather.

(c) Hand Work:

Pasting. Make decorative border design using conventionalized pigeon or sparrow form as a unit.

5. *Friday*.

(a) Talk:

General review of weekly story and discussions. Lead the children to talk about their canaries or other pet birds.

(b) Gift:

Lentils. Make pictures of birds, bird cages, birds' drinking glass, bath tub, and seed tray.

(c) Hand Work:

Clay. Model pet dove or canary.

TOPICS FOR OCTOBER.

A. *Trees in the Fall and Winter.*

B. *Seeds and Nuts in the Autumn.*

WORK FOR OCTOBER.

A. FIRST WEEK.

GENERAL SUBJECT,—TREES IN THE FALL AND WINTER.

1. *Monday.*

(a) Talk:

Observe the trees and contrast their present appearance with that of the spring. Examine the fruit of different trees, both dry and fleshy.

(b) Gift:

Peg boards. Inclose field containing trees, or roadway or avenue bordered by trees.

(c) Hand Work:

Sand tray. By means of bare twigs and those containing leaves, represent a patch of wood as it appears in the summer and as it appears in the late fall and winter.

2. *Tuesday.*

(a) Talk:

The formation and protection of buds in the fall. The ripened and falling leaves. The function of leaves in the spring and summer. How leaves act as a protection for roots and seeds in the winter. Leaves as a fertilizer. Encourage the children to gather and press pretty-colored autumn leaves.

(b) Gift:

Blocks. Furniture forms made from wood.

(c) Hand Work:

Cutting or tearing of leaf forms.

3. *Wednesday.*

(a) Talk:

The manner in which trees provide for the protection and scattering of their seeds. Recite Susan Coolidge's poem, *How the Leaves Came Down*.

(b) Gift:

Lentils. Outline leaf forms.

(c) Hand Work:

Pasting. Leaf form used as unit of design.

4. *Thursday.*

(a) Talk:

Tell the Story of *The Anxious Leaf*, from Henry Ward Beecher's *Norwood*, or *Rhoecus*, from Emma Firth's *Stories of Old Greece*.

(b) Gift:

Sticks. Make a picture of a tree with branches pointing upward like the Lombardy poplar, one with branches drooping like the weeping willow, and one with branches nearly horizontal like the apple tree.

(c) Hand Work:

Stringing of nuts or winged seeds from trees.

A. FIRST WEEK—Continued.

5. *Friday.*

(a) Talk:

The winter sleep of trees. The different uses of trees to man. Touch on logging and lumbering.

(b) Gift:

Blocks. Make lumber camp in wood or build log house.

(c) Hand Work:

Roll cylinders from intertwining strips and construct log raft or log house.

B. SECOND WEEK.

GENERAL SUBJECT,—SEEDS AND NUTS IN THE AUTUMN.

1. *Monday.*

(a) Talk:

Show a variety of seeds and seed pods. Tell how plants work for the development and protection of their seeds; or go to the country and gather as many kinds of seeds as possible.

(b) Gift:

Blocks, sticks, or peg boards. Represent field of grain, grove of nut trees, or avenue of maples.

(c) Hand Work:

Stringing of seed pods, seeds, or nuts.

2. *Tuesday.*

(a) Talk:

Dissemination of seeds and nuts by means of wind and of animals. Seeds that have wings and feathery attachments. Seeds that have hooks and sharp points. Seeds that have fleshy envelopes. Seeds that are good for food.

(b) Gift:

Blocks. Make boxes for holding seeds.

(c) Hand Work:

Fold seed pocket, box, or basket.

3. *Wednesday.*

(a) Talk:

Gathering and storing of seeds. Seeds used as food, as medicine, for dyeing purposes, for the production of perfumes. Seeds used for ornamentation.

(b) Gift:

Lentils. Make forms of symmetry.

(c) Hand Work:

Pasting. Arrangement of winged seeds in form of decorative design.

4. *Thursday.*

(a) Talk:

The process which some seeds undergo for the production of meal and flour. Visit gristmill, if possible.

(b) Gift:

Blocks. Illustrate process discussed during talk,

B. SECOND WEEK—Continued.

4. *Thursday*—Continued.

(c) Hand Work :

Sand tray. Lay designs with bright-colored seeds, or reduce kernels of wheat or corn to flour or meal by means of mortar and pestle, or go to school kitchen and cook some simple cereal for the kindergarten luncheon.

5. *Friday*.

(a) Talk :

Review talks of the week, or go to the country to gather nuts.

(b) Gift :

Free choice of material and free play.

(c) Hand Work :

Make impressions of acorn and oak leaf in clay; or paste decorative design, using oak leaf and acorn for motive; or make toys from acorns, horse-chestnuts and toothpicks.

TOPICS FOR NOVEMBER.

A. *Fruit*.B. *Grains and Vegetables*.

WORK FOR NOVEMBER.

A. FIRST WEEK.

GENERAL SUBJECT,—FRUIT.

1. *Monday*.

(a) Talk :

Ask the children to name the common fleshy fruits. Refer each fruit mentioned to the kind of tree or vine upon which it grew. Show several kinds of fruits and discuss their forms and colors.

(b) Gift :

Blocks and worsted balls. Build fruit stand and place balls (fruit) upon it. Let the children play at buying and selling fruit.

(c) Hand Work :

Drawing or painting of apple, pear, orange, lemon, or banana.

2. *Tuesday*.

(a) Talk :

Show how fruit develops from tiny buds. Play sense games, comparing different fruits as to form, size, color, texture, odor, and flavor.

(b) Gift :

Blocks. Make boxes, barrels, and baskets for holding fruit.

(c) Hand Work :

Pasting. Decorative border made from conventionalized fruit forms.

A. FIRST WEEK—Continued.

3. *Wednesday.*

(a) Talk:

The outside and internal appearance of different fruits. Show "blossom" in apple. Discuss the uses of fruit to man and to animals.

(b) Gift:

Peg boards, sticks, or blocks. Inclose orchard, and plant in the inclosure apple, pear, cherry, or plum trees.

(c) Hand Work:

Cut fruit forms, or string seeds of fruit, or make decorative design of blot work.

4. *Thursday.*

(a) Talk:

The harvesting of fruit.

(b) Gift:

Sticks and Hailmann's second gift. Make wagon and cover with boxes and barrels of fruit.

(c) Hand Work:

Sand tray. Use twigs and beads and represent an orchard with fruit still hanging on the trees. Gather fruit from orchard and send to market.

5. *Friday.*

(a) Talk:

Canning, preserving, and drying of fruit.

(b) Gift:

Blocks. Make fruit warehouse, or cellar for storing preserved fruit.

(c) Hand Work:

Clay. Model different kinds of familiar fruit.

B. SECOND WEEK.

GENERAL SUBJECT,—GRAINS AND VEGETABLES.

1. *Monday.*

(a) Talk:

Get the children to name all the grains and vegetables they can. Discuss the uses of these fruits of the field to both man and animal; or take the children to the green grocers, and let them identify the vegetables there.

(b) Gift:

Blocks. Make receptacles for holding vegetables; or make grocery store and stand.

(c) Hand Work:

Draw or paint pumpkin.

2. *Tuesday.*

(a) Talk:

The preparation of the ground for planting and sowing. Care of growing plants. Harvesting of grain and vegetables. Recite Miss Poulsson's finger play, *How the Corn Grew*.

B. SECOND WEEK—Continued.

2. *Tuesday*—Continued.

(b) Gift:

Second gift and sticks. Use sand tray and plow, plant, and cultivate field. Watch growing grain, and finally harvest it.

(c) Hand Work:

Pasting. Decorative border. Use conventionalized vegetable or grain forms for units of design.

3. *Wednesday*.

(a) Talk:

Transportation and distribution of vegetables.

(b) Gift:

Blocks. Make wagon, boat, and cars for carrying vegetables.

(c) Hand Work:

Make baskets, barrels, bins, and wagons from ribbon bolts; or represent cornfield in sand tray, using raphia for shocks of corn, and orange-colored beads for pumpkins.

4. *Thursday*.

(a) Talk:

Threshing of wheat and oats. Husking and shelling of corn. Grinding of grain. Tell story of *The Buckwheat* from Sara Cone Bryant's *How to Tell Stories to Children*.

(b) Gift:

Blocks and sticks, or tablets and sticks. Represent threshing floor, flail, grain bins, and mill.

(c) Hand Work:

Make cornhusk doll.

5. *Friday*.

(a) Talk:

Recite Thomas Moore's *The Potato* or part of Whittier's *The Corn Song*, or tell an adaptation of the Greek myth of Persephone.

(b) Gift:

Lentils. Outline vegetable forms, or make pictures illustrating story.

(c) Hand Work:

Clay. Model ear of corn on plaque, or model jar or plate and use kernel of corn to press around edges of modeled dish, thus producing decorative effect.

TOPICS FOR DECEMBER.

A. *The Squirrel*.

B. *Domestic Animals*.

WORK FOR DECEMBER.

A. FIRST WEEK.

GENERAL SUBJECT,—THE SQUIRREL.

1. *Monday.*

(a) Talk:

Go to the park to feed and observe the squirrels, if the day be mild enough for the gray squirrels to appear; or play with the pet squirrel of the kindergarten; or study pictures of squirrels. Repeat Miss Poulsson's *The Squirrel*; or recite, with appropriate motions, the finger play, *Five Little Squirrels*.*

(b) Gift:

Blocks, sticks or tablets. Make hollow tree where squirrel lives, or make squirrel cage.

(c) Hand Work:

Draw or paint squirrel or string some of the nuts he likes to eat.

2. *Tuesday.*

(a) Talk:

The winter habits of squirrels. New coats of fur, hibernation, storing of food. Tell the story of *Brownie* in the *Kindergarten Magazine* of March, 1893.

(b) Gift:

Lentils. Use nuts and outline form of squirrel.

(c) Hand Work:

Pasting. Make decorative border design, using conventionalized squirrel form for motive.

3. *Wednesday.*

(a) Talk:

The squirrel's nest. The home of the chipmunk. Different nests for different seasons—hollow tree, hole in the ground, leaves in branches, etc.

(b) Gift:

Blocks. Represent trees. Build house for pet squirrel.

(c) Hand Work:

Fold basket for holding nuts.

4. *Thursday.*

(a) Talk:

The activities of the squirrel—leaping, running, sitting, walking, swimming, digging, etc. The different kinds of food eaten and stored by squirrels. Tell anecdotes of squirrels.

* "Five little squirrels up in a tree.
This one says, 'What do I see?'
This one says, 'I see some boys!'
This one says, 'Let's run away!'
This one says, 'No, let us hide!'
This one says, 'I'm not afraid!'
'Hurrah, hurrah, hurrah!' cry the boys,
And the five little squirrels run at the noise."

A. FIRST WEEK—Continued.

4. *Thursday*—Continued.

(b) Gift:

Peg boards. Make wood, park, or field, where squirrels are to be seen.

(c) Hand Work:

Sand tray. Make ground squirrel's winter home.

5. *Friday*.

(a) Talk:

Review talks and stories of the week. Repeat Emerson's *Fable*.

(b) Gift:

Sticks, rings or lentils. Outline basket for holding food for squirrels.

(c) Hand Work:

Clay. Model squirrel, section of hollow tree or nuts.

B. SECOND WEEK.

GENERAL SUBJECT,—DOMESTIC ANIMALS.

1. *Monday*.

(a) Talk:

The horse. What he can do. His use to man. How he should be cared for. Work horses, carriage horses, cavalry horses, circus and show horses. Relate anecdotes illustrating the intelligence of the horse. Tell story of *Dunny* in *A Kindergarten Story Book*, by Jane L. Hoxie.

(b) Gift:

Blocks. Build barn or manger, water trough and horse stall; or make fence around pasture; or build blacksmith's shop.

(c) Hand Work:

Cut and paste design of horseshoes; or model blacksmith's tools in clay; or draw picture of horse in action.

2. *Tuesday*.

(a) Talk:

The cow. Her activities and her value. Her winter and summer quarters. The care and kindness which are her due. Her products. Read Stevenson's *The Cow*. Show Froebel's Mother Play Picture, *Grass Mowing*. Tell the Norwegian story, *A Barnyard Talk*.

(b) Gift:

Blocks, sticks, or peg boards. Make barn or stable; or inclose field.

(c) Hand Work:

Model cow in clay; or fold milk pail; or make pail from ribbon bolt, wire hairpin, and paper strip.

B. SECOND WEEK—Continued.

3. *Wednesday.*

(a) Talk:

The sheep. Its appearance, habits, and products. Relate anecdotes of pet sheep and lambs. Take the children to the park or country to observe sheep in the fold. The washing and shearing of sheep. Recite Miss Poulsson's *The Lambs*. Tell the German story, *How a Little Boy Got a New Shirt*.

(b) Gift:

Blocks. Make sheepfold.

(c) Hand Work:

Making of worsted balls.

4. *Thursday.*

(a) Talk:

The pig. His appearance, habits and uses. Recite Miss Poulsson's *The Pigs*. Read *The Three Little Pigs*, by A. S. Scott-Gatty.

(b) Gift:

Blocks or sticks. Make pigpen and trough.

(c) Hand Work:

Fold pig's trough.

5. *Friday.*

(a) Talk:

Chickens and other domestic birds. Their habits and uses. Recite Miss Poulsson's *The Hen and Chickens*. Tell fairy story, *The Little Red Hen*, or story of *Little Half Chick*. Show Froebel's Mother Play Picture, *The Farmyard Gate*.

(b) Gift:

Sticks. Make pictures of hencoop and chicken yard.

(c) Hand Work:

Sand tray. Use blocks, stick, and toy animals and represent a farmyard; or make miniature chicken coop from cardboard and toothpicks.

TOPICS FOR JANUARY.

A. FORMS OF WATER.

1. *Frost, Ice, Snow.*

B. LIGHT.

1. *Sun, Moon, Stars.*

WORK FOR JANUARY.

A. FIRST WEEK.

GENERAL SUBJECT,—FROST, ICE AND SNOW.

1. *Monday.*

(a) Talk:

The action of cold upon water. Illustrate expansion of water when it freezes.

A. FIRST WEEK—Continued.

1. Monday—Continued.

(b) Gift:

Peg boards, tablets, or sticks. Represent a section of the park or a country field in the winter time.

(c) Hand Work:

Roll spills, using white or silver intertwining paper, then string to represent icicles; or, in the sand tray, make a miniature field or park in the winter, using cottonwool to produce the effect of snow and bare twigs to represent trees.

2. Tuesday.

(a) Talk:

The work of the frost. Its effect on animal and vegetable life. Frost pictures. Read Hanna Gould's *The Frost*.

(b) Gift:

Free choice and free play.

(c) Hand Work:

Cutting or tearing pictures of children as they might look when engaged in winter sports.

3. Wednesday.

(a) Talk:

Snow. Snow crystals. Uses of snow as a protector of vegetable life, a promoter of childish sports, and a facilitator of certain methods of traveling—sleighbing, snowshoeing. Tell an adaptation of Hans Christian Andersen's *Snow Man*.

(b) Gift:

Make pictures of snow crystals with sticks; or build snow fort with blocks.

(c) Hand Work:

Draw or paint forms of snow crystals; or make snowballs and snow men in the sand tray; or cut and tear snowballs and snow men.

4. Thursday.

(a) Talk:

Ice as a preservative. Its use in the preparation of certain kinds of food and drink. The cutting and storing of ice. Ice boats. Houses made of ice and snow. Skating.

(b) Gift:

Blocks. Illustrate the cutting and storing of ice.

(c) Hand Work:

Sand or clay. Make house of Eskimo; or cut blocks of ice.

A. FIRST WEEK—Continued.

5. *Friday.*

(a) Talk:

Take short walk in park or country while large fleecy snowflakes are falling and examine these; or go to a place where ice is being cut and stored for summer use; or show pictures illustrating the forms of snow crystals, or those depicting the harvesting of ice.

(b) Gift:

Sticks or tablets. Make pictures of sleighs, ice boats, houses for storing ice, etc.

(c) Hand Work:

Make doll's sleigh from paper, wood, or pasteboard.

B. SECOND WEEK.

GENERAL SUBJECT,—SUN, MOON AND STARS.

1. *Monday.*

(a) Talk:

Draw from the children their observations and ideas of the sun, moon, and stars. Give them some idea, if possible, of the distance between the earth and these bodies. Inspire the children with a desire to watch for the appearance of the moon and stars in the evening, and get them interested in observing the setting of the sun.

(b) Gift:

Blocks, sticks, or tablets. Represent our window where we sit and watch the stars in the evening.

(c) Hand Work:

Making of soap bubbles. Observe effects of light upon them.

2. *Tuesday.*

(a) Talk:

The sun. Its light and heat. A preserver and promoter of animal and vegetable life. The healing and cleansing power of sunlight. The reason why the sun shines only by day. Observe the effect which the sunlight has upon the glass prism.

(b) Gift:

Sticks and rings. Make a representation of the sun.

(c) Hand Work:

Observe the spectrum and try to match its colors with bits of cloth, worsted, paper, and natural objects; or make window transparency.

3. *Wednesday.*

(a) Talk:

The moon. Her use and beauty. Why we rarely see the moon except at night. Read George MacDonald's *The Wind and the Moon*, or tell the story of *Ludwig and Marleen* in *A Kindergarten Story Book*, by Jane L. Hoxie.

B. SECOND WEEK—Continued.

3. Wednesday—Continued.

(b) Gift:

Blocks. Illustrate poem or story.

(c) Hand Work:

Cut from silver paper forms to represent the moon in her various phases.

4. Thursday.

(a) Talk:

The stars. Their mystery and beauty. Fixed stars. Twinkling and shooting stars. Why the stars are visible only at night. The milky way. Tell *A Legend of the Great Dipper*, from Sara Wiltse's *Kindergarten Stories and Morning Talks*. Let the children recite the nursery rhyme, *Twinkle, Twinkle, Little Star*.

(b) Gift:

Sticks. Make star forms and place in position to represent the Great Dipper as it appears in the sky.

(c) Hand Work:

Fold silver star, or paste stars in the form of a decorative design.

5. Friday.

(a) Talk:

Review talks and stories of the week, or show and discuss Froebel's *Mother Play* picture, *The Light Bird*.

(b) Gift:

Lentils or balls. Representations of the movements of heavenly bodies; or give a color lesson, making use of the spectrum.

(c) Hand Work:

Wind or sew star form, or use color tops.

TOPICS FOR FEBRUARY.

A. PETS.

B. WATER.

WORK FOR FEBRUARY.

A. FIRST WEEK.

GENERAL SUBJECT,—PETS.

1. Monday.

(a) Talk:

Encourage each child to talk about his own particular pet at home,—to tell its name, what it can do and how it should be cared for. Observe especially the pet animals in the kindergarten. Tell how these pet animals prepare for winter by getting new warm coats of feathers or of fur.

A. FIRST WEEK—Continued.

1. *Monday*—Continued.

(b) Gift:

Sticks and rings. Let each child make a picture of the dish from which his pet eats, or of the kennel or house in which his pet lives or sleeps.

(c) Hand Work:

Drawing. Ask each child to make a picture of the pet he has at home, or of the pet animal of the kindergarten.

2. *Tuesday*.

(a) Talk:

The dog. His faithfulness and courage. Tell anecdotes of St. Bernard and collie dogs, which rescue freezing and drowning people. Tell how the shepherd dog cares for the sheep.

(b) Gift:

Tablets, sticks, or blocks. Make dog's kennel.

(c) Hand Work:

Clay. Model dog; or make snow-covered mountain, in sand tray, where a St. Bernard rescued a man from freezing; or make a body of water where a child was saved from drowning by a faithful collie.

3. *Wednesday*.

(a) Talk:

The cat. His antics and his uses. How he should be cared for. Have some child bring a pet cat to visit the kindergarten. Repeat Miss Poulsson's *Mrs. Pussy's Dinner* and tell one of the Topsy Stories in *A Kindergarten Story Book*.

(b) Gift:

Sticks and rings. Make pictures illustrating story, or make Mrs. Pussy's plate, mat, and bed.

(c) Hand Work:

Pasting. Make decorative border using conventionalized cat form as unit of design.

4. *Thursday*.

(a) Talk:

The canary, parrot, dove, or other pet bird. How it acts and looks. What we can do for it. Its use in giving pleasure to us.

(b) Gift:

Blocks, sticks, or tablets. Make picture of house or cage in which pet bird lives.

(c) Hand Work:

Coloring or painting bird; or cutting and tearing form of canary, parrot, or dove.

5. *Friday*.

(a) Talk:

Tell story of *Billy Bobtail* from *A Kindergarten Story Book* by Jane L. Hoxie.

A. FIRST WEEK—Continued.

5. *Friday*—Continued:

(b) Gift:

Blocks, sticks, tablets, or lentils. Illustrate story.

(c) Hand Work:

Clay. Model pet animals.

B. SECOND WEEK.

GENERAL SUBJECT,—WATER.

1. *Monday*.

(a) Talk:

The different forms of water,—steam, vapor, mist, or fog, frost, ice, snow, rain.

(b) Gift:

Sticks and rings. Make picture of pump, fountain, or old-fashioned well.

(c) Hand Work:

Soap bubble party.

2. *Tuesday*.

(a) Talk:

Bodies of water,—springs, fountains, brooks, waterfalls, rivers, ponds, lakes, bays, oceans. Read parts of Tennyson's *Song of the Brook*.

(b) Gift:

Rings (half and quarter). Represent different bodies of water.

(c) Hand Work:

Sand tray. Represent different bodies of water; or make sailboat from walnut shell, paper, and hairpin, and sail on miniature pond.

3. *Wednesday*.

(a) Talk:

Uses of water,—to drink and preserve life of plants and animals, for cleansing purposes, to travel through and over. Water, the home of certain animals. Water, a fire fighter.

(b) Gift:

Blocks or sticks and rings. Make receptacles for holding water,—tubs, pails, cisterns, pitchers, bottles, swimming tanks, etc.

(c) Hand Work:

Make wooden water wheel and go to brook in country where it may be used; or construct raft with logs made from intertwining papers or from real twigs.

4. *Thursday*.

(a) Talk:

Use of water as a motive power in running engines and turning machinery. Water as a disintegrator of earth, rocks, etc. Tell story of *Little Hero of Haarlem* from Miss Poulsson's *In the Child's World*.

B. SECOND WEEK—Continued.

4. *Thursday*—Continued.

(b) Gift:

Blocks. Make engines, mills, steamboats, etc.

(c) Hand Work:

Construction of engine or boat from miscellaneous materials.

5. *Friday*.

(a) Talk:

Water as the home of fishes, frogs, turtles and other animals. Use Froebel's *Mother Play Picture, The Fish in the Brook*.

(b) Gift:

Blocks. Build piers and bridges.

(c) Hand Work:

Draw or model some of the creatures which live in the water.

TOPICS FOR MARCH.

A. *Wind*.B. *Fishes, Frogs, Toads, Turtles, Snakes, Snails*.

WORK FOR MARCH.

A. FIRST WEEK.

GENERAL SUBJECT,—WIND.

1. *Monday*.

(a) Talk:

Draw from the children their ideas about the wind and what they have observed with regard to its effects. Things that the wind can do. Recite Edmund C. Stedman's poem, *What the Winds Bring*.

(b) Gift:

Sticks. Make pictures showing the wind's work.

(c) Hand Work:

Make weather vane from cardboard, pin and stick and place on top of building made from kindergarten blocks.

2. *Tuesday*.

(a) Talk:

The wind as a helper in transportation. The wind as a sower of seeds. Tell story of *Odysseus and the Bag of Winds*, from Emilie Poulsson's *In the Child's World*.

(b) Gift:

Sticks or rings or thread. Make picture of sailboat, or of balloon.

(c) Hand Work:

Pasting of decorative border, using modified sailboat or balloon form as unit of design.

A. FIRST WEEK—Continued.

3. *Wednesday.*

(a) Talk:

The wind as a purifier. The wind as an instrument in producing and dispelling clouds. Tell Æsop's fable, *The Wind and the Sun*.

(b) Gift:

Thread. Make picture of the traveler in the fable.

(c) Hand Work:

Drawing or painting. Illustrate *The Wind and The Sun*.

4. *Thursday.*

(a) Talk:

The help of the wind in turning windmills, and weather vanes and in drying clothes. Tell story of *The Discontented Weather Vane*.

(b) Gift:

Sticks, blocks, or peg boards. Make weather vane or windmill, or make poles and line for holding wet clothing while it dries in the wind.

(c) Hand Work:

Cutting and tearing of windmill or weather vane or of clothing dried in the wind.

5. *Friday.*

(a) Talk:

The wind as a play-fellow, flying kites, blowing flags, turning pin wheels, etc. Recite Stevenson's *Windy Nights* or William Hewitt's *The Wind in a Frolic*.

(b) Gift:

Right-angled scalene triangular tablets. Make kite form and, by repeating it along a line, convert into decorative border design.

(c) Hand Work:

Fold kite, balloon, or pin wheel from large and strong material so that the completed object may be used out of doors in the wind.

B. SECOND WEEK.

GENERAL SUBJECT,—FISHES, FROGS, TOADS, TURTLES, SNAKES, SNAILS,

1. *Monday.*

(a) Talk:

The fish and his home. The nest that some fishes build. How fishes eat, swim, breathe. How some fishes care for their young. The hibernation habits of some kinds of fish. Show Froebel's Mother Play picture, *The Fish in the Brook*. Observe the goldfish in the aquarium.

(b) Gift:

Blocks. Build bridge over pond or river; or make picture of fishing boat with sticks; or represent stream and fish with quarter rings.

B. SECOND WEEK—Continued.

1. *Monday*—Continued.

(c) Hand Work:

Sand tray. Make different bodies of water containing fish; or draw or paint a goldfish.

2. *Tuesday*.

(a) Talk:

Toads and frogs. Observe them in garden or terrarium or show pictures of these animals. Speak of their activities and uses. Collect eggs of frogs and toads. Tell the story of *The Lost Comb* from *A Kindergarten Story Book*, by Jane L. Hoxie. Repeat finger play rhymes, *Ten Little Frogs*, by E. A. Goodwin, in *Child-Garden* for January, 1894; or *Frog's Finger Play* in the *Child-Garden* for October, 1893.

(b) Gift:

Sticks and rings. Make picture of terrarium or pond where frog's eggs may be obtained.

(c) Hand Work:

Pasting. Make decorative border design using conventionalized frog form as unit.

3. *Wednesday*.

(a) Talk:

Turtles. Observe pet turtles of the garden and aquarium. Talk of the curious structure of turtles, their food, hibernation and other habits. Tell the fable of *The Hare and the Tortoise*, from Æsop.

(b) Gift:

Sticks and rings. Make picture of a turtle.

(c) Hand Work:

Sand tray. Model garden turtle in sand; or make a pond where water turtles live, and construct a miniature turtle from raisins and cloves, to live in the pond.

4. *Thursday*.

(a) Talk:

Observe snakes and land snails in terrarium and talk of their habits. Show snail's eggs. Observe especially the curious house of the snail and speak of his manner of seeing, feeling, and creeping. Observe the grace, beauty, and coloring of the snake.

(b) Gift:

Rings or lentils. Make snake and snail forms.

(c) Hand Work:

Clay. Model snake and snail.

5. *Friday*.

(a) Talk:

General review of talks and stories of the week.

B. SECOND WEEK—Continued.

5. *Friday*—Continued.

(b) Gift:

String, rings, lentils, or tablets. Illustrate story of *The Lost Comb* or *The Hare and the Tortoise*.

(c) Hand Work:

Draw pictures of the animals observed during the week.

TOPICS FOR APRIL.

A. *Seeds in the Spring.*B. *Trees in the Spring and Summer.*

WORK FOR APRIL.

A. FIRST WEEK.

GENERAL SUBJECT,—SEEDS IN THE SPRING.

1. *Monday.*

(a) Talk:

Examination of different kinds of seeds. Placing of seeds in water or on moist cotton-wool or sand or sawdust. Watering of seeds and their exposure to the sunlight.

(b) Gift:

Blocks, tablets, or sticks. Making of window ledge or window box for seeds.

(c) Hand Work:

Paste flat seeds in form of decorative border design.

2. *Tuesday.*

(a) Talk:

Further examination of seeds especially of those soaking in water and those placed on moist cotton-wool or sawdust. Repeat *The Little Plant* from *In the Child's World*; or *Baby Seed Song*, by E. Nesbit.

(b) Gift:

Lentils. Lay forms of garden beds.

(c) Hand Work:

String seeds.

3. *Wednesday.*

(a) Talk:

Preparing of earth in garden beds out of doors or in window boxes. Planting and sowing. The work of the wind, sun, and rain as related to seeds and their development. Repeat Finger Play, *The Little Plant*, by Emilie Poulsson.

(b) Gift:

Sticks. Make pictures of garden tools.

(c) Hand Work:

Cutting and tearing, or folding of tools.

A. FIRST WEEK—Continued.

4. *Thursday.*

(a) Talk:

The farmer's spring planting.

(b) Gift:

Blocks, tablets, or sticks. Inclose farmer's field.

(c) Hand Work:

Sand tray. Lay out garden beds in forms of circles, squares, oblongs, and triangles and border with bright colored seeds.

5. *Friday.*

(a) Talk:

General review of the week's work; or make a chemical garden.*

(b) Gift:

Blocks or sticks. Make hot beds, cold frames, and greenhouses.

(c) Hand Work:

Sand tray. Flower garden, represent sprouting seeds with colored sticks; or use clay and make mosaics with seeds of various colors.

B. SECOND WEEK.

GENERAL SUBJECT,—TREES IN THE SPRING AND SUMMER.

1. *Monday.*

(a) Talk:

Take a walk in the park or country and observe trees as to their general form, parts, color of bark and twigs, roughness or smoothness of bark, buds, etc.; or show pictures of trees and let the children name all the different kinds of trees they can. Encourage the children to bring buds and twigs from the country. Put horse chestnut buds in jar of water in kindergarten window and watch their development.

(b) Gift:

Blocks. Encourage the building of various things that are made from wood.

(c) Hand Work:

Drawing or painting of pussy willow or horse chestnut twigs and buds.

* Place a quantity of sand in a wide-mouthed bottle or fish-globe to the depth of two or three inches. In this layer of sand slightly imbed a few pieces of

copper sulphate,
iron sulphate,
aluminium sulphate.

Pour over the whole a solution of sodium silicate (commercial water-glass) one part and water three parts, care being taken not to disarrange the chemicals in pouring in the solution.

Upon standing a week or so, a growth of the silicates of the various bases used will be seen in various colors. Now displace the solution of sodium silicate with clear water, care being taken not to disarrange or break down the growth.

Standard Formulary.

B. SECOND WEEK—Continued.

2. *Tuesday.*

(a) Talk:

Use specimens of twigs and buds brought from the country. Get the children to identify these as far as possible. Tell how the trees eat, drink, and breathe. Name the different parts of a tree and explain the uses of each part to the tree itself. Show, by means of specimens of buds in different stages of development, how the tree provides for the protection and hence final development of its leaves and fruit.

(b) Gift:

Blocks, sticks, or tablets. Represent trees.

(c) Hand Work:

Pasting of leaf, flower, bud or seed forms in decorative border design.

3. *Wednesday.*

(a) Talk:

Tell the myth of *Rhoecus* from *Stories of Old Greece*, by Emma Firth.

(b) Gift:

Blocks, or sticks, or tablets, or string and lentils. Lay out a park with its paths and roads and indicate the position of its trees.

(c) Hand Work:

Sand tray. Represent park and its budding trees by means of twigs.

4. *Thursday.*

(a) Talk:

Show sections of tree trunks and tree branches and specimens of bark. Count rings of growth and tell the children what they mean.

(b) Gift:

Peg Boards. Make rows of trees.

(c) Hand Work:

Clay. Make bas-relief of budded twig.

5. *Friday.*

(a) Talk:

Consider the uses of trees, their shade, their beauty, their products—wood, bark, rubber, sugar, gum, drugs, cork, etc. Trees as a protection against wind and drouth.

(b) Gift:

Blocks. Make sugar house in woods.

(c) Hand Work:

Free tearing and cutting of tree and bud forms.

TOPICS FOR MAY.

- A. *Birds in the Spring and Summer.*
 B. *Butterflies.*

WORK FOR MAY.

A. FIRST WEEK.

GENERAL SUBJECT,—BIRDS IN THE SPRING AND SUMMER.

1. *Monday.*

(a) Talk:

The return of the birds and their activities in the spring. Show pictures of different kinds of birds and let the children name as many of the native birds as they can, also induce them to tell what they know of the colors, habits, and songs of these creatures; or take the children to the park or country to observe the birds.

(b) Gift:

Let the worsted balls represent migratory birds, which have returned from the south and are looking for places in which to build their nests.

(c) Hand Work:

Make decorative border design, using conventionalized bird form for unit.

2. *Tuesday.*

(a) Talk:

Show nests of different birds. Let the children examine these nests and tell of what materials they are made. Lead them to mention the different places in which birds build their nests and to tell what tools are employed in the construction of these homes. Show how the different kinds of nests, by means of their form, size, and material, are adapted to the young of different birds. Discuss Froebel's Mother Play picture, *The Nest*.

(b) Gift:

Blocks. Build houses and barns under the eaves of which robins and swallows may place their nests.

(c) Hand Work:

Drawing of bird's nest.

3. *Wednesday.*

(a) Talk:

The family life of birds. Tell of love and patience shown by the father and mother birds in building the nest, caring for the eggs, and feeding and protecting the young birds. Repeat Tennyson's *What Does Little Birdie Say?*

(b) Gift:

Sticks and rings. Let the children design miniature park, with curved and straight walks and flower beds, and let them indicate places in this park for trees and hedges where the birds may nest.

(c) Hand Work:

Sand tray. Make robin's nest and eggs.

A. FIRST WEEK—Continued.

4. *Thursday.*

(a) Talk:

Tell story of *The Robin's Nest*, by Jane L. Hoxie in *Kindergarten Review* for May, 1909.

(b) Gift:

Sticks. Make pictures of rows of trees in the park or country where birds love to build their nests.

(c) Hand Work:

Try to construct bird's nest from raphia.

5. *Friday.*

(a) Talk:

Illustrate, by means of nests of robin, oriole, yellow bird, humming bird, chimney swallow, fly catcher, etc., the manner in which different nests are secured or hung, in trees and other places, by the birds constructing them.

(b) Gift:

Blocks. Make stone wall upon which a bird built her nest.

(c) Hand Work:

Clay. Model bird's nest and eggs.

B. SECOND WEEK.

GENERAL SUBJECT,—BUTTERFLIES.

1. *Monday.*

(a) Talk:

Show living butterfly or moth and talk of its form, color, and movement. Show chrysalis or cocoon and examine. If possible observe a moth or butterfly gathering nectar from a flower.

(b) Gift:

Blocks. Make terrarium or butterfly cage, or use pegs or tablets for outlining garden or park.

(c) Hand Work:

Folding. Make butterfly by means of two squares, each folded diagonally back and forth several times, tied together in the center after folding is completed.

2. *Tuesday.*

(a) Talk:

The life of the caterpillar, how it crawls, what it eats, process of shedding skin, making of cocoon or chrysalis, its long sleep. Some caterpillars that burrow in the ground. Show specimens of several kinds of cocoons and chrysalides.

(b) Gift:

Sticks. Make trees; or use rings or lentils to represent flower forms.

(c) Hand Work:

Drawing or painting of butterfly and chrysalis.

B. SECOND WEEK—Continued.

3. *Wednesday.*

(a) Talk:

Go to park or country to observe moths and butterflies; or repeat Miss Poulsson's *The Caterpillar*. Explain and illustrate the difference in appearance between a moth and a butterfly.

(b) Gift:

Lentils, sticks, or rings. Outline butterfly form.

(c) Hand Work:

Cutting or tearing of butterfly forms; or pasting of decorative design with butterfly form used as unit.

4. *Thursday.*

(a) Talk:

Tell the story, *The Life of a Silkworm*, from *In the Child's World*, by Emilie Poulsson.

(b) Gift:

Balls, sticks, or blocks. Illustrate story.

(c) Hand Work:

Cut butterfly form from tissue paper and with brush and paint indicate spots and streaks as seen on living butterfly; use a tiny clothespin for body and head of insect.

5. *Friday.*

(a) Talk:

General review of talks and stories of the week.

(b) Gift:

Blocks. Build summer house in flower garden.

(c) Hand Work:

Clay. Make bas-relief of butterfly, cocoon or flower.

TOPICS FOR JUNE.

A. *Bees.*B. *Flowers.*

WORK FOR JUNE.

A. FIRST WEEK.

GENERAL SUBJECT,—BEES.

1. *Monday.*

(a) Talk:

The bumblebee and the honeybee. Working bees, queen bees, drones. The particular function of each class of bees. Homes of bees—hive, hollow tree, hole in the ground, etc. Have specimens of living bees to show if possible, or go to park or country to observe bees at work in their native elements.

A. FIRST WEEK—Continued.

1. Monday—Continued.

(b) Gift:

Half spheres and cylinders from Hailmann's second gift. Make representation of old-fashioned straw hive; or represent apiary with third gift.

(c) Hand Work:

Sand tray. Make apiary.

2. Tuesday.

(a) Talk:

The community life of the bee. Each bee has a special work to do. Feeding and caring for young.

(b) Gift:

Peg boards and cubes from Hailmann's second gift. Make field or orchard containing apiary.

(c) Hand Work:

Sand tray. Make clover field.

3. Wednesday.

(a) Talk:

Tell story of *The Queen Bee* from *Grimm's Fairy Tales*. or tell *What Happened on the Road to Grandfather Goodfield's* from *A Kindergarten Story Book* by Jane L. Hoxie.

(b) Gift:

Sticks or tablets. Make hexagonal forms showing the shape of wax cells of the honey-bee.

(c) Hand Work:

Cut or tear flower forms; or make border design from conventionalized flower forms.

4. Thursday.

(a) Talk:

The bee as a wax maker and a honey gatherer. The making of pollen into bee bread. Show specimens of honey in comb, bee bread, wax, queen bee cells, etc.

(b) Gift:

Rings or lentils or thread. Make flower forms.

(c) Hand Work:

Paint or draw flower forms.

5. Friday.

(a) Talk:

How bees clean, ventilate, and otherwise care for their hives. Have small box of honey in comb and let children taste. Retell story of *The Queen Bee*.

(b) Gift:

Sixth. Make three models of cubical hives, raising each hive slightly from table by means of two square prisms.

(c) Hand Work:

Clay. Model beehive, honeycomb, or flower form on plaque.

B. SECOND WEEK.

GENERAL SUBJECT,—FLOWERS.

Monday.

(a) Talk:

Take the children to the park, or woods or garden to see flowers growing out of doors; or bring into the kindergarten as many wild flowers as possible. Let children examine blossoms, inhale perfume, and talk about flower forms and colors. Repeat Miss Poulsson's *The Little Plant*.

(b) Gift:

Balls. Represent roses, violets, buttercups, etc. Play color games.

(c) Hand Work:

Paint balls or flowers.

2. Tuesday.

(a) Talk:

Examine a complete plant and talk about its different parts and the function of each. Tell the story of *Picciola* in *A Kindergarten Story Book* by Jane L. Hoxie.

(b) Gift:

Blocks. Illustrate story.

(c) Hand Work:

Cutting or tearing of flower forms, or modeling of flower jar in clay.

3. Wednesday.

(a) Talk:

Study Froebel's *Mother Play* picture The Flower Basket.

(b) Gift:

Sticks or tablets. Lay out garden beds and make garden tools.

(c) Hand Work:

Make blue prints of flowers gathered in garden, wood, or field.

4. Thursday.

(a) Talk:

The uses of plants and their blossoms. Tell how flowers help the insects to find their nectar and how insects help the plants to multiply and be vigorous.

(b) Gift:

Rings. Make conventionalized flower forms.

(c) Hand Work:

Fold flower basket; or make border design from conventionalized flower forms.

5. Friday.

(a) Talk:

Review talks and stories of the week or play sense games with flowers.

B. SECOND WEEK—Continued.**5. Friday—Continued.****(b) Gift:**

Peg boards. Make a flower garden.

(c) Hand Work:

Sand tray. Make garden beds; or string colored beads; or string disks and straws to represent garland of flowers.

AN INDUSTRIAL OR TRADE PROGRAM.

I. PURPOSE.

- A. To broaden the child's experience.
- B. To present facts of interdependence in a comprehensive way.
- C. To arouse and instill feelings of respect and gratitude for labor and for the laborer.
- D. To inspire the child with a desire to be helpful.

II. MEANS EMPLOYED.

- A. Excursions to shops, mills and various centres of industry.
- B. Pictures illustrating trades.
- C. Songs, poems, stories and talks treating of labor and the laborer.
- D. Tools, implements and materials used in different trades and industries.

III. TOPICS.

A. THE HOUSEKEEPER.

1. *Monday.*

(a) Talk:

Washing day,—necessity for, utensils used, materials and processes employed.

(b) Gift:

Blocks. Make tubs, wash board, bench, baskets, etc.; or use peg boards and sticks and make yard and poles and line for drying clothes.

(c) Hand Work:

Make wash tub from ribbon bolt and wash board from wooden slats and corrugated paper.

2. *Tuesday.*

(a) Talk:

Ironing day,—necessity for, utensils employed, process.

(b) Gift:

Blocks. Make stove and ironing board; or use sticks and make picture of clothes horse.

(c) Hand Work:

Let children heat toy iron on block stove and fold and iron various garments made from paper; or let them cut garments free hand; or let them fold real Japanese napkins, to be used during the kindergarten luncheon period, employing toy iron to form creases.

3. *Wednesday.*

(a) Talk:

Sewing or mending day. Examination of garments previously washed and ironed—putting on lost buttons, sewing up of rips, patching, darning. Making of new garments. Mother's work box.

III. TOPICS—Continued.

A. THE HOUSEKEEPER—Continued.

3. *Wednesday*—Continued.

(b) Gift:

Fourth. Make work box.

(c) Hand Work:

Construct work box from empty cracker box, thimble from tinfoil, needle book from scraps of flannel, spool of thread from two pasteboard circles and a rolled paper cylinder, and scissors from gray cardboard and a Dennison paper fastener.

4. *Thursday*.

(a) Talk:

Cleaning day. Scrubbing of floors, walls and windows. Sweeping and dusting; cleaning of rugs and carpets.

(b) Gift:

Sticks. Outline broom and dustpan or make pictures of house and furniture.

(c) Hand Work:

Make broom from dowel stick and raphia or from slat and torn paper strips, and dustpan from pasteboard and tinfoil; or overhand cheese cloth duster with needles and worsted; or weave mat for floor of doll house.

5. *Friday*.

(a) Talk:

Baking day. The necessity for such a day. Implements and materials used in baking. Process employed.

(b) Gift:

Sticks and rings. Make pictures of dishes, tins, cooky cutters, etc.; or use Second Gift, letting cylinder represent rolling pin, cube represent bread or cake and ball represent dumpling or pudding.

(c) Hand Work:

Let the children go to school kitchen and actually bake something; or let them make various products of the oven from clay.

B. THE FARMER, HIS SPRING WORK.

1. *Monday*.

(a) Talk:

Preparation of the ground for planting. Take the children if possible where they may actually see the spring plowing in progress.

(b) Gift:

Sticks. Make pictures of farm implements.

(c) Hand Work:

Sand Tray. Prepare field for planting, using dampened sand and blocks or toy tools. Sow dry sand for seed.

III. TOPICS—Continued.

B. THE FARMER, HIS SPRING WORK—Continued.

2. *Tuesday.*

(a) Talk:

Sowing of grain and planting of vegetables.

(b) Gift:

Blocks. Make space inclosing forms representing fields all ready for planting and sowing.

(c) Hand Work:

Fold farmer's barn; or fold pocket, apron or bag used for holding seeds during planting time.

3. *Wednesday.*

(a) Talk:

Cultivation of growing crops. Use Miss Poulsson's Finger Play, *How the Corn Grew*.

(b) Gift:

Peg boards. Represent field, stable, barnyard, etc.

(c) Hand Work:

Construct farm wagon, using spools or pasteboard disks for wheels, spool box for wagon box and dowel sticks or sections of round reed for axles and tongue.

4. *Thursday.*

(a) Talk:

Tell the Norwegian story, A Barnyard Talk, from Miss Poulsson's *In the Child's World*. Dramatize this story, using toy animals as puppets.

(b) Gift:

Blocks. Make farm buildings.

(c) Hand Work:

Drawing. Illustrate story, or draw from living model of dog, cat or fowl.

5. *Friday.*

(a) Talk:

The cow and her products. Grass mowing. Uses of grass and hay. Examine Froebel's *Mother Play* picture, Grass Mowing.

(b) Gift:

Sticks and rings, or lentils, or thread. Outline stable, cow, milk pail, milk wagon or milk train.

(c) Hand Work:

Model farmer's tools in clay; or represent field of hay cocks in the sand tray.

C. THE FARMER, HIS FALL WORK.

1. *Monday.*

(a) Talk:

Harvesting of grain.

(b) Gift:

Blocks or sticks and rings. Make scythe, hoe, cradle, wagon, granary, etc.

III. TOPICS—Continued.

C. THE FARMER, HIS FALL WORK—Continued.

1. *Monday*—Continued.

(c) Hand Work:

Make corn field or wheat field in sand tray; or give color lesson, using color tops and red, orange, yellow and black ears of corn.

2. *Tuesday*.

(a) Talk:

Digging of potatoes and harvesting of other vegetables. Take children to country to see process of harvesting if possible.

(b) Gift:

Blocks. Make barrels, crates, boxes, bins, wagons and cellars for the holding and storing of vegetables.

(c) Hand Work:

Model vegetables in clay; or draw or paint pictures of vegetables; or make cellars, bins, etc., in sand tray, using hollow tin forms.

3. *Wednesday*.

(a) Talk:

Gathering of fruit.

(b) Gift:

Froebel's or Hailmann's Second Gift. Make fruit boxes, bins and barrels with large forms; or construct fruit wagon by means of small forms and sticks.

(c) Hand Work:

By means of twigs and beads represent orchard of fruit trees in sand tray; or paste border design using conventionalized apple and leaf form for units of decoration.

4. *Thursday*.

(a) Talk:

Storing and marketing of fruits, grain and vegetables.

(b) Gift:

Blocks. Build fruit and vegetable stalls and stands and let balls represent fruit and vegetables. Play at buying and selling.

(c) Hand Work:

Make garland by stringing kernels of bright colored corn, which have been soaked over night, and sections of the scouring rush.

5. *Friday*.

(a) Talk:

Care of farm animals. Preparation of farm buildings and yards for the coming winter. Fall plowing. Sowing of winter wheat.

(b) Gift:

Tablets. Make pictures of farm yards and buildings; or use enlarged blocks and make farm yard and buildings on the kindergarten floor.

III. TOPICS—Continued.

C. THE FARMER, HIS FALL WORK—Continued.

5. *Friday*—Continued.

(c) Hand Work:

Model farm animals in clay; or make farm yard in sand tray.

D. THE MILLER AND THE BAKER.

1. *Monday*.

(a) Talk:

The mill and the miller. Water power for the grinding of grain. The mill wheel, mill stones, mill pond, and mill dam. Repeat Miss Poulsson's finger play, *The Mill*. Take the children to see the miller at work, if possible.

(b) Gift:

Blocks. Build mill or dam; or make picture of water wheel with sticks.

(c) Hand Work:

Cut or fold mill wheel.

2. *Tuesday*.

(a) Talk:

The baker. Take the children to the baker's shop if possible; or go to the school kitchen and examine and use various materials and implements employed in baking, or, if this is not possible, bring these materials and implements to the kindergarten room and examine and use them there.

(b) Gift:

Blocks. Make baker's shop or a kitchen; or make pictures of baking utensils with sticks and rings.

(c) Hand Work:

Make cakes, pies, puddings, bread, etc., using damp sand and hollow tin forms for the purpose.

3. *Wednesday*.

(a) Talk:

Examine and discuss Froebel's *Mother Play* picture, Pat-a-cake.

(b) Gift:

Rings. Make pictures of cookies, pies, etc.

(c) Hand Work:

Clay. Model cakes, cookies, rolls, pies, etc.

4. *Thursday*.

(a) Talk:

Tell the story of The Gingerbread Boy, from *For the Children's Hour*, by Carolyn S. Bailey and Clara M. Lewis; or tell Sweet Porridge, from *Grimm's Household Tales*.

III. TOPICS—Continued.

D. THE MILLER AND THE BAKER—Continued.

4. *Thursday*—Continued.

(b) Gift:

Blocks. Build a table and set it with dishes made from tablets, sticks and rings. Place lentils, beads, shells and seeds on dishes to represent various kinds of food.

(c) Hand Work:

Go to school kitchen and bake something for a birthday party or something to be used for the Thanksgiving celebration; or cut cross sections of beets and carrots to represent fancy cakes and cookies. These sections of vegetables may be laid in the form of decorative designs, if desired.

5. *Friday*.

(a) Talk:

Review previous talks and stories. Repeat old Pat-a-cake nursery rhyme.

(b) Gift:

Lentils. Outline form of gingerbread boy; or make pictures illustrative of subjects treated during the week.

(c) Hand Work:

Cut or tear forms of cakes, pies, cookies and forms of various implements used in the process of making and baking articles of food.

E. THE CARPENTER AND OTHER WORKERS WHO HELP TO BUILD THE HOUSE.

1. *Monday*.

(a) Talk:

Digging of the house cellar. Take the children to watch the progress of this work if possible.

(b) Gift:

Sticks. Make pictures of shovel, pick-axe, scraper and wagon used in digging the house cellar.

(c) Hand Work:

Sand tray. Dig cellar.

2. *Tuesday*.

(a) Talk:

Laying of foundation for house. The mason and the tools and materials of his work. The making of mortar.

(b) Gift:

Blocks. Build foundation walls of house; or use sticks and make pictures of mortar board, hod and trowel.

(c) Hand Work:

Clay. Model bricks for foundation wall.

III. TOPICS—Continued.

E. THE CARPENTER AND OTHER WORKERS WHO HELP TO BUILD THE HOUSE—Continued.

3. *Wednesday.*

(a) Talk:

The superstructure of the house. Materials used in its construction. The iron worker and the carpenter. Making of the chimney. Tell the story of *The Man on the Chimney*, from *The Boston Collection of Kindergarten Stories*.

(b) Gift:

Fourth. Build chimney.

(c) Hand Work:

Drawing. Illustrate talk or story.

4. *Thursday.*

(a) Talk:

Finishing of the house. Inside woodwork, plastering, painting. The glazier and the plumber. Take the children to a carpenter's shop, if possible, and let them use some of his simplest tools; or bring carpenter's tools and wood into kindergarten and let children experiment with them there. Encourage the children to find different places in the kindergarten room where the carpenter has used his various tools.

(b) Gift:

Blocks. Make carpenter's bench and tools.

(c) Hand Work:

Fold house; or construct doll house from wooden boxes.

5. *Friday.*

(a) Talk:

The sources of materials used in the construction of the house. Manner in which these materials are prepared for use. Examine and discuss Froebel's *Mother Play* picture, *The Joiner*.

(b) Gift:

Fifth. Build houses of different architectural styles.

(c) Hand Work:

Construct house from rolled paper cylinders or from twigs; or make block house in sand tray.

F. THE WOODMAN.

1. *Monday.*

(a) Talk:

The forest and the life of the tree

(b) Gift:

Blocks. Build woodman's hut.

(c) Hand Work:

Sand tray. Represent forest by means of twigs.

III. TOPICS—Continued.

F. THE WOODMAN—Continued.

2. *Tuesday.*

(a) Talk:

Tell the story of *The Honest Woodman*, from *In the Child's World*, by Emilie Poulsson.

(b) Gift:

Sticks and rings. Make pictures of the woodman's axe and the stream into which it fell.

(c) Hand Work:

Drawing. Illustrate story.

3. *Wednesday.*

(a) Talk:

The preparation of trees for the saw mill,—cutting of branches, sawing into logs. Drawing of logs to stream. Floating of logs to mill.

(b) Gift:

Quarter rings. Represent log chain.

(c) Hand Work:

Tearing or cutting and pasting of paper chains; or making of clay chains.

4. *Thursday.*

(a) Talk:

The saw mill. Manner in which logs are converted into lumber.

(b) Gift:

Half square tablets. Lay representation of circular saw.

(c) Hand Work:

Sand tray. Make saw mill or lumber camp in woods, using twigs for the building of mill and camp.

5. *Friday.*

(a) Talk:

Trace briefly the progress of lumber from the tree in the forest to the shop of the carpenter. Re-tell the story of *The Honest Woodman*.

(b) Gift:

Second. Let the cube represent the woodman's house, the cylinder a tree which was turned into a log by the woodman's saw and axe, and the sphere the woodman's horse that drew the log to the river brink.

(c) Hand Work:

Make chains from pine cones, maple keys, acorns and the winged seeds of the ash; or construct baskets, picture frames and napkin rings from birch bark and raphia.

G. THE SHOEMAKER.

1. *Monday.*

(a) Talk:

Show shoemaker's tools and bits of leather of various grades of thickness and finish; or visit a shop and watch the shoemaker at his work.

III. TOPICS—Continued.

G. THE SHOEMAKER—Continued.

1. Monday—Continued.

(b) Gift:

Blocks. Build a shoemaker's shop.

(c) Hand Work:

Cut or tear tools used by the shoemaker and some of the boots and shoes which he manufactures or repairs.

2. Tuesday.

(a) Talk:

Sources of leather. Manner in which leather is prepared for use. Take the class to a tannery if possible.

(b) Gift:

Thread. Outline boots and shoes.

(c) Hand Work:

Weave mat from red or bronze leather strips; or make pictures of boots and shoes with shoe pegs.

3. Wednesday.

(a) Talk:

Tell the story of The Elves, from *Grimm's Household Tales*; or tell The Fairy Shoes, from *A Kindergarten Story Book*, by Jane L. Hoxie.

(b) Gift:

Sticks. Make pictures of shoemaker's bench, chair and tools.

(c) Hand Work:

Make doll's shoes from bits of pliable colored leather.

4. Thursday.

(a) Talk:

The shop where shoes are sold but not manufactured.

(b) Gift:

Blocks. Build counters, shelves and boxes for use in shoe shop.

(c) Hand Work:

Make desk blotter. Cut cardboard and blotting paper in the form of a shoe sole, decorate cardboard with blot design and fasten all together by means of tiny leather thongs.

5. Friday.

(a) Talk:

Shoes made from material other than leather,—wooden shoes, cloth shoes, rubber shoes.

(b) Gift:

Group work on the floor with large blocks. Build a shoe shop and play at buying and selling. For this purpose use the boots and shoes previously made by the children from leather, clay and paper.

(c) Hand Work:

Clay. Model boots and shoes.

III. TOPICS—Continued.

H. THE BLACKSMITH.

1. *Monday.*

(a) Talk :

Show pictures of the blacksmith, his shop and his tools ; or visit a blacksmith's shop and observe the shoeing of horses at first hand.

(b) Gift :

Blocks. Build shop or forge.

(c) Hand Work :

With a pasteboard box make representation of the interior of a blacksmith shop. Cut, tear and fold, from black paper, the anvil, the forge, the bellows, the tongs, the hammer, horseshoes, nails, etc., and arrange them in the proper order in this box.

2. *Tuesday.*

(a) Talk :

Some special features of the blacksmith's work, the sharpening of horseshoes, the making of nails and the forging of chains.

(b) Gift :

Rings. Represent horseshoes and chains.

(c) Hand Work :

Fold the blacksmith's bellows ; or cut or tear his apron.

3. *Wednesday.*

(a) Talk :

Tell the story of *The Little Gray Pony*, from *Mother Stories*, by Maud Lindsay ; or the story of *The Nail*, from *Grimm's Household Tales*.

(b) Gift :

Lentils or thread. Illustrate story.

(c) Hand Work :

Drawing. Illustrate story.

4. *Thursday.*

(a) Talk :

Iron, the source of the blacksmith's material.

(b) Gift :

Blocks. Make wagons and cars for the transportation of iron and iron ore.

(c) Hand Work :

Sand tray. Play at digging for iron ore.

5. *Friday.*

(a) Talk :

Rubber shoes for horses. Review stories of the week.

(b) Gift :

Lentils. Outline large and small horseshoes.

(c) Hand Work :

Clay. Model horseshoes, chains, forges, horseshoe nails, etc.

III. TOPICS—Continued.

I. THE TAILOR AND OTHER WORKERS IN CLOTH.

1. *Monday.*

(a) Talk:

Let the children name the different garments which they wear and lead them to tell who made their coats, dresses, trousers and jackets. Mention the tools and appliances used by the tailor and the dressmaker. Visit a tailor's shop if possible.

(b) Gift:

Blocks. Make shop, sewing table and machine.

(c) Hand Work:

Drawing. Make pictures of tools used in tailoring and dressmaking.

2. *Tuesday.*

(a) Talk:

The cutting and fitting of garments.

(b) Gift:

Thread. Outline different garments.

(c) Hand Work:

Cut garments for paper dolls.

3. *Wednesday.*

(a) Talk:

The sewing of garments. Tell the German story of 'How a Little Boy Got a New Shirt, from *In the Child's World*, by Emilie Poulsson.

(b) Gift:

Sticks. Illustrate story.

(c) Hand Work:

Sew doll's clothing.

4. *Thursday.*

(a) Talk:

Examine different fabrics and tell of what materials they are made. Discuss the processes of spinning, weaving, dyeing, etc. Cause children to see primitive methods of spinning and weaving if possible.

(b) Gift:

Sticks and rings or lentils. Make pictures of loom, spinning wheel, spindle, carding apparatus, etc.

(c) Hand Work:

Color wool or other material to be used in the occupation work, using Diamond dye or Easy dye.

5. *Friday.*

(a) Talk:

Teach the children Miss Wiltsie's rhymes of *The Little Boy at Our House*. Play touching game (sense game) with scraps of silk, woolen, cotton and linen cloth.

(b) Gift:

Blocks. Build warehouses where cloth is stored previous to shipment to retail dealers.

III. TOPICS—Continued.

I. THE TAILOR AND OTHER WORKERS IN CLOTH—Continued.

5. *Friday*—Continued.

(c) Hand Work:

Weaving. Make rugs for the doll house, using wool roving or strips of felt; or weave doll's Tam-o-shanter cap on the Schute weaving card.

J. COAL AND THE MINER.

1. *Monday*.

(a) Talk:

The necessity for fuel, especially for heating purposes. Examine coal and tell where it is found and how it is procured.

(b) Gift:

Blocks. Build stove or fireplace; or represent fireplace with tablets or tiles.

(c) Hand Work:

Fold and cut fireplace; or construct grate and fireplace from cardboard boxes.

2. *Tuesday*.

(a) Talk:

Tell how it was first discovered that coal would burn.

(b) Gift:

Blocks. Make coal wagons and coal cars.

(c) Hand Work:

Make shovel and hod, using pea sticks, wire hair pins, paper and pasteboard.

3. *Wednesday*.

(a) Talk:

Describe briefly the appearance of a coal mine, the manner of entering it, its cave-like interior, its tracks and cars, its shafts, etc. Describe the miner and his tools and the way he uses them. Take the children to see a mine if possible.

(b) Gift:

Blocks. Make shaft for entering mine and arrange tackle in it for hoisting purposes.

(c) Hand Work:

Sand tray. Make a representation of a coal mine and carry on the various activities of a mine, such as digging, shoveling, hoisting, dumping and drawing coal.

4. *Thursday*.

(a) Talk:

Tell very simply the story of the origin of coal. Show pictures of tropical vegetation and specimens of fossilized ferns and wood.

(b) Gift:

Sticks. Make pictures of trees and ferns.

(c) Hand Work:

Draw coal wagon, cars, shovels, palls, etc.

III. TOPICS—Continued.

J. COAL AND THE MINER—Continued.

5. *Friday.*

(a) Talk:

Discuss the dangers and hardships of the miner's life. Tell of his scanty pleasures.

(b) Gift:

Blocks. Build miner's hovel.

(c) Hand Work:

Clay. Model miners' tools, lamp, etc.

K. THE MERCHANT.

1. *Monday.*

(a) Talk:

Encourage the children to name all the different kinds of tradesmen with whom they are familiar. Dwell especially upon the groceryman and his duties.

(b) Gift:

Blocks. Make groceryman's store, shelves, counters, boxes, etc.

(c) Hand Work:

Make groceryman's scales from sticks, twine, wire and paper and play at buying and selling groceries in the sand tray. Use paper money made by the children.

2. *Tuesday.*

(a) Talk:

The fruiterer, his duties and his wares.

(b) Gift:

First Gift and large blocks. Group work on the floor. Build fruit stand and play at buying and selling fruit.

(c) Hand Work:

Paint or draw fruit, or model it in clay.

3. *Wednesday.*

(a) Talk:

The dealer in dairy products.

(b) Gift:

Second and Third. Build milk wagon and peddle bottles (cylinders) of milk and balls and cubes of butter and cheese.

(c) Hand Work:

Construct milk wagon from cardboard boxes, spools and slats.

4. *Thursday.*

(a) Talk:

The dry goods merchant.

(b) Gift:

Sticks. Make pictures of store, show windows, shelves and counters.

(c) Hand Work:

Fold and roll paper to represent bales of cloth and play at buying and selling.

III. TOPICS—Continued.

K. THE MERCHANT—Continued.

5. *Friday.*

(a) Talk:

The toyman and his wares. Take children to visit toy shop.

(b) Gift:

First, Second and Third. Make various toys seen in the toy shop.

(c) Hand Work:

Clay. Model toys.

L. THE POSTMAN.

1. *Monday.*

(a) Talk:

Duties of the postman. His devotion to his work. His long hours and few holidays. His exposure to all kinds of weather during the performance of his tasks.

(b) Gift:

Blocks. Make letter box.

(c) Hand Work:

Fold letter and envelope.

2. *Tuesday.*

(a) Talk:

The postman's uniform, his letter bag and his whistle. Collecting and delivering of mail.

(b) Gift:

Sticks and rings. Make picture of postman's bag.

(c) Hand Work:

Fold, cut and paste a postman's bag, using large heavy paper.

3. *Wednesday.*

(a) Talk:

The Post-office. Take children to visit it.

(b) Gift:

Blocks. Build post-office.

(c) Hand Work:

Make a large cardboard post-box and play at posting letters therein.

4. *Thursday.*

(a) Talk:

The country postman and his horse and cart.

(b) Gift:

Blocks. Make postman's gig.

(c) Hand Work:

Fold and roll papers carried by postman and play at delivering them.

III. TOPICS—Continued.

L. THE POSTMAN—Continued.

5. *Friday.*

(a) Talk:

Discuss ancient methods of delivering mail by means of horseback riders, stage coaches, etc. Play at collecting and delivering mail by stage coach.

(b) Gift:

Blocks. Make stage coach.

(c) Hand Work:

Draw pictures of the postman on his beat.

M. THE ENGINEER, THE MOTORMAN, THE CONDUCTOR, THE COACHMAN AND CHAUFFEUR.

1. *Monday.*

(a) Talk:

Discuss the work, the bravery and the endurance of the engineer.

(b) Gift:

Blocks or sticks. Build or represent engine.

(c) Hand Work:

Draw picture of engine; or construct an engine from boxes, spools and ribbon bolts.

2. *Tuesday.*

(a) Talk:

The motorman. His alertness and patience. His long hours and exposure to wet and cold.

(b) Gift:

Blocks or sticks. Build or represent trolley or cable car.

(c) Hand Work:

Make car from cracker boxes, sticks and milk bottle tops or button molds.

3. *Wednesday.*

(a) Talk:

The conductor. His patience and courtesy. His long hours.

(b) Gift:

Make large car on floor with big blocks, all the children working together. Play at riding in car.

(c) Hand Work:

Fold conductor's cap, or make dimes and nickels from pasteboard and tinfoil, and play at taking fare on trolley rides.

4. *Thursday.*

(a) Talk:

The chauffeur.

(b) Gift:

Blocks. -Make automobile.

III. TOPICS—Continued.

M. THE ENGINEER, THE MOTORMAN, THE CONDUCTOR, THE COACHMAN AND THE CHAUFFEUR—Continued.

4. *Thursday*—Continued.

(c) Hand Work:

Construct automobile from sticks, pasteboard boxes, tinfoil, etc.

5. *Friday*.

(a) Talk:

The coachman or cabman.

(b) Gift:

Blocks. Make cab.

(c) Hand Work:

Tear or cut representations of the various vehicles considered during week.

N. THE POLICEMAN.

1. *Monday*.

(a) Talk:

The policeman's dress and appearance. The mounted police.

(b) Gift:

Blocks and sticks. Lay out a section of town, making streets and houses therein, patrolled by a particular policeman.

(c) Hand Work:

Fold, or cut and paste policeman's hat.

2. *Tuesday*.

(a) Talk:

Some special duties of the policeman,—helping pedestrians to cross crowded thoroughfares, regulation of movement of cars and other vehicles.

(b) Gift:

Tablets. Lay crosswalks where policemen assist pedestrians.

(c) Hand Work:

Make policeman's badge.

3. *Wednesday*.

(a) Talk:

The duties of the policeman in stopping runaway horses, dispersing crowds and caring for the sick and injured on the streets.

(b) Gift:

Sticks. Make picture of police headquarters.

(c) Hand Work:

Drawing. Illustrate the performance of various police duties.

4. *Thursday*.

(a) Talk:

Tell how the policeman finds and cares for lost children and directs bewildered travelers.

III. TOPICS—Continued.

N. THE POLICEMAN—Continued.

4. *Thursday*—Continued.

(b) Gift:

Lentils or thread. Make picture of policeman on duty.

(c) Hand Work:

Sand-tray. Make streets and walks on a particular policeman's beat.

5. *Friday*.

(a) Talk:

The duties of a policeman at a fire.

(b) Gift:

Peg boards. Illustrate the establishment of fire lines in a big city.

(c) Hand Work:

Clay. Model mounted policeman.

O. THE FIREMAN.

1. *Monday*.

(a) Talk:

The necessity for firemen, especially in the city.

(b) Gift:

Blocks. Build engine house.

(c) Hand Work:

Cut and fold fire house.

2. *Tuesday*.

(a) Talk:

Appearance of the fireman. His manner of living, etc.

(b) Gift:

Blocks or sticks. Make some of the furnishings of a fire house.

(c) Hand Work:

Cut or tear fireman's hat and coat.

3. *Wednesday*.

(a) Talk:

The fireman's duties in the fire house. Care of engine, horses, etc.

(b) Gift:

Blocks or sticks. Make fire engine, stables for horses, etc.

(c) Hand Work:

Draw fire horses.

4. *Thursday*.

(a) Talk:

The fireman at work during a fire—extinguishing fire, rescuing people, pulling down dangerous walls, etc.

(b) Gift:

Sticks and rings. Make pictures of fire wagons, ladders, buckets, fire hooks, axes, etc.

(c) Hand Work:

Make small fire ladders from wood.

III. TOPICS—Continued.

O. THE FIREMAN—Continued.

5. *Friday.*

(a) Talk:

The fireman as a hero. His fearlessness and the privation he suffers. Relate anecdotes of his bravery.

(b) Gift:

Lentils or tablets. Illustrate some phase of a fireman's activities.

(c) Hand Work:

Make fire bucket from ribbon bolt and red-coated cutting paper.

A FESTIVAL PROGRAM.

I. TOPICS.

A. COLUMBUS DAY.

1. *Talk:*

By means of simple description try to make the children comprehend the condition of this country previous to the year 1492. Tell them how and by whom the new world was discovered and try to make them understand the bravery, hardihood and patience possessed by such an explorer as Columbus and the many privations that he must have endured on his voyage of discovery.

2. *Story:*

Story of Christopher Columbus for Little Children (*In Story Land*). Elizabeth Harrison.

3. *Poem:*

Our Land.* Laura F. Armitage.

4. *Song:*

Columbia, the Gem of the Ocean (*A Second Book in Vocal Music*). Eleanor Smith.

5. *Games:*

Dramatization of incidents in life of Columbus.

(a) Sailing across the ocean.

(b) First sight of new land.

(c) Parley with the Indians.

(d) The return home with news of the discovery.

6. *Gift:*

Sticks. Make representations of one of the sail boats used by Columbus on his voyage of discovery.

7. *Hand Work:*

Fold sail boat.

B. HALLOWEEN.

1. *Talk:*

Halloween, the fairies' day. A time when fairies are supposed to reign supreme and to perform all manner of curious and elfish pranks. Let the children tell all the fairy lore they know. Recount to them curious old halloween customs, many of which have been preserved to the present time. Make Jack-o-lantern or roast nuts and apples in fireplace or on stove.

* To be found in "Holiday Songs and Every Day Songs and Games," by Emilie Poulsson.

I. TOPICS—Continued.

B. HALLOWEEN—Continued.

2. *Story:*

(a) The Fairy Shoes (*A Kindergarten Story Book*). Jane L. Hoxie.

(b) The Shoemaker and the Elves (*Grimm's Household Tales*). Margaret Hunt.

3. *Poem:*

The Fairies.* William Allingham.

4. *Song:*

The Little Elf (*A First Book of Vocal Music*). Eleanor Smith.

5. *Games:*

(a) Jack-o-lantern plays.

1. Put lantern on floor in center of ring. All join hands and dance around it singing, "Here we go round the pumpkin man," to the tune of "Round the Mulberry Bush."

2. Let one child hold lantern while he chases all the others and tries to touch some member of the class with it.

3. Place lantern in middle of ring and let children try to hit it with balls rolled over the floor.

4. Take lighted lantern into darkened room or closet and see how many of the children are brave enough to walk up to it and touch it, unaccompanied by a playmate or a teacher.

(b) Bobbing for apples.

(c) Menagerie.

1. Make masks from paper, flour or sugar bags. Cut holes in each bag for nose, eyes and mouth, and then draw or paint on each one the face of a cat, dog, rabbit or other animal. By means of movement and sound let each child represent the animal whose face is shown upon the mask he wears.

6. *Gift:*

Use large nuts for lentils and let children illustrate talk or story.

7. *Hand Work:*

(a) Make a transparency by cutting holes in the sides or cover of a pasteboard box. (Use any design preferred.) Paste over these holes, on the inside of the box, transparent paper, either white or colored. Fasten lighted candle in box.

(b) Draw or paint Jack-o-lantern.

(c) Make lanterns from weaving mats, or from squares of manila paper. (The latter may be decorated by the children previous to cutting the strips.)

* To be found in "One Thousand Poems for Children," by Roger Ingpen.

I. TOPICS—Continued.

C. THANKSGIVING.

1. *Talk:*

A holiday when father does not work. A family day when we all go to grandmother's perhaps, or when we invite our aunts, uncles and cousins to visit us. Refer to the work on the harvest, previously given, and tell the children simply and briefly how the first Thanksgiving celebration came to be. Speak of different things for which we are thankful,—home, mother and father, brother and sister, warm, comfortable clothing, good wholesome food. As an expression of their gratitude let the children prepare a basket of fruit and vegetables or other food, which they have contributed, to be taken to some children's hospital. If possible, let the pupils of the kindergarten themselves carry this basket to its destination.

2. *Story:*

A Thanksgiving Story (*Kindergarten Magazine*, November, 1892).

3. *Poem:*

A Child's Thanksgiving,* Frederick Manley.

4. *Song:*

Harvest Home (*A Second Book in Vocal Music*), Eleanor Smith.

5. *Games:*

(a) Play going to grandmother's. Let one child dress in cap, kerchief and apron, to represent grandmother, and let her then welcome to her country home all the other children, who come in a big sleigh drawn by prancing horses covered with tinkling sleigh bells. Use a Thanksgiving Song, in Eleanor Smith's *First Book of Vocal Music*.

(b) Old-fashioned plays at grandmother's house:

(1) Blind man's buff.

(2) Puss wants a corner.

(3) Hunt the thimble.

(4) Drop the handkerchief.

(5) Button, button, who has the button?

6. *Gift:*

Group work on the floor. Use large blocks, sticks, rings and tablets. With very large bricks and cubes make a long dining table and a number of chairs, in which the children may actually sit. Spread the table with shells, seeds, beads, nuts, etc., to represent Thanksgiving goodies. Let sticks act as knives, forks and spoons, and tablets and rings as plates, cups, platters, etc. Let the children play at dining at this table, or let them use their dolls to represent the guests entertained by grandmother.

7. *Hand Work:*

String popcorn and cranberries, or roast nuts and apples.

* To be found in "A Primer of Vocal Music," by Eleanor Smith.

I. TOPICS—Continued.

D. CHRISTMAS.

1. *Talk:*

Review some points brought out in the morning talks during the month of December. Lead the children to express the thought that each and all who love and give at this season are thereby converted into veritable Santa Clauses, and that even the tiniest child of all in the kindergarten may, by his own efforts, become a Santa Claus to some one.

2. *Story:*

The Legend of the Christ Child,* Elizabeth Harrison.

3. *Poem:*

A Visit From St. Nicholas, Clement C. Moore.

4. *Song:*

The First Christmas (*Holidays Songs and Every Day Songs and Games*), Emilie Poulsson.

5. *Games:*(a) Dramatization of *A Visit From St. Nicholas*:

- (1) Children hang up stockings and go to bed and to sleep.
- (2) Parents hear noise and, looking out of window, discover Santa Claus with his sleigh, his pack and his reindeer.
- (3) Santa Claus appears upon roof, comes down chimney, fills stockings and rides away.

(b) Christmas Morning:

- (1) Children awaken to sound of big church bells, which usher in the glad day.
- (2) Each child rises, dresses and washes and runs to take down his stocking.
- (3) Children take gifts out of stockings and show by pantomimic actions what they found there.
- (4) All play together with these imaginary toys in time to appropriate rhythmic music.

(c) The Christmas Tree:

- (1) Children form a ring and dance around the tree, singing, "Here We Go Round the Christmas Tree," to the tune of "Mulberry Bush."
- (2) Let each child take from the tree the gifts that he himself has made and present them to his parents or friends present at the festival.

6. *Gift:*

Group work on the floor with large blocks. Build a chimney and a fireplace and, by means of these, play at sending letters of thanks to Santa Claus for Christmas gifts received, or play at sending letters of request for special gifts desired.

* To be found in "A Christmas Festival Service," by Nora A. Smith.

I. TOPICS—Continued.

D. CHRISTMAS—Continued.

7. *Hand Work:*

Let children make candy and place it in cornucopias or boxes, previously prepared, and then present it to parents and friends present at the Christmas Festival.

E. NEW YEARS.

1. *Talk:*

Show pictures symbolizing the departure of the old year and the coming of the new. Mention the number of days, weeks and months that go to make up a year. Name the different seasons and tell what special features characterize each one. Speak of New Year's Day as a time for many new beginnings.

2. *Story:*

An All-the-Year-Round Story (*In the Child's World*). Emilie Poulsson.

3. *Poem:*

Ring Out, Wild Bells (first two verses only). Alfred Tennyson.

4. *Song:*

A New Year Greeting (*Holiday Songs and Every Day Songs and Games*). Emilie Poulsson.

5. *Games:*

(a) Ringing of New Year's Bells. Use the song "Old Year and New Year" in *Holiday Songs and Every Day Songs*, by Emilie Poulsson.

(b) Dramatization of the passing of the old year and the coming of the new. Let children represent Father Time, the Old Year, the New Year and the twelve months that have just passed. Use long veils of white and colored cheesecloth to simulate the different aspects of the different months,—thus January should wear a veil of white, June one of green, October one of brown or orange, and so on. Let the twelve months form in procession in their proper order preceding the old year. After all have come and gone, let the new year appear alone, typifying the year that is just beginning. As the procession moves slowly along the children, standing in the ring, will enjoy naming the most prominent things which each month brings, as January brings snow and cold weather, etc. Father Time may appear with the conventional scythe and hour glass. The Old Year may lean heavily upon a staff and the New Year may wear a chime of merry sleigh bells. "The Old Year and the New" and "The Little New Year," songs which are to be found in *Songs and Games for Little Ones* by Gertrude Walker and Harriet Jenks, contain suitable words and music for the carrying out of the thought of this game.

TOPICS—Continued.

E. NEW YEARS—Continued.

5. *Games*—Continued.

(c) Making New Year's calls.

1. On foot. Use Visiting Game, in *Song Echoes from Child Land*, by Harriet Jenks and Mabel Rust.
2. In a sleigh. Use Hurrah for the Sleigh Bells, in *Song Echoes from Child Land*, by Harriet Jenks and Mabel Rust.

6. *Gift*:

First Gift balls with strings. Let different balls represent New Year's bells of different tones, using longer or shorter strings as the case may be and let the children imitate the tones of the different bells. With the large blocks build bell towers and place a bell within each tower.

7. *Hand Work*:

Make a chime of bells from colored paper circles. With the scissors cut each circle along a straight line from a point in its circumference to its center. Lap the cut edges of each circle together until it takes the shape of a funnel or hollow cone. Paste the lapped edges and hang by means of a worsted string attached to the summit of the cone.

F. LINCOLN'S BIRTHDAY.

1. *Talk*:

Show various pictures of Lincoln and tell the children that he was such a good and brave man and did so much to help the people of this country that, although he has been dead a long time, we wish to remember his birthday. Dwell especially upon Lincoln's life as a boy and as a young man.

2. *Story*:

Tell anecdotes of Lincoln that are simple enough to be understood and appreciated by little children.

3. *Poem*:

The American Flag. Joseph Rodman Drake.

4. *Song*:

The Star-Spangled Banner (*A Second Book in Vocal Music*). Eleanor Smith.

5. *Games*:

- (a) Play games of pioneer and primitive life as typical of things Lincoln would see and do when a child. Use the Sawing Game, in *Songs and Games for Little Ones*, by Gertrude Walker and Harriet Jenks, and The Farmer, in *Songs and Music of Froebel's Mother Play*, by Susan E. Blow.
- (b) Let the children play at shoveling paths, bringing in wood, hoeing and weeding vegetables, gathering fruit, etc.

I. TOPICS—Continued.

F. LINCOLN'S BIRTHDAY—Continued.

6. *Gift:*

With blocks try to represent the cabin where Lincoln lived when a boy.

7. *Hand Work:*

With sand, sticks, blocks and twigs try to give a somewhat adequate idea of the early surroundings of such a home as Lincoln's.

G. VALENTINE'S DAY.

1. *Talk:*

Tell legends of the good St. Valentine, who was so fond of little children. Relate the myth of the mating of the birds on February 14th. Tell the children about carrier pigeons.

2. *Story:*

Big Brother's Valentine, from *For the Children's Hour*, Carolyn S. Bailey and Clara M. Lewis.

3. *Poem:*

Answer to a Child's Question. Samuel Taylor Coleridge.

4. *Song:*

The Valentine's Message (*Holiday Songs and Every Day Songs and Games*). Emilie Poulsson.

5. *Games:*

Delivering valentines.

- (a) The children carry valentines to each other. Use *When You Send a Valentine in Holiday Songs and Every Day Songs and Games* by Emilie Poulsson.
- (b) Play postman and deliver valentines. Use *St. Valentine's Day, in Holiday Songs and Every Day Songs and Games*, by Emilie Poulsson.
- (c) Play at carrier pigeon. Let child who represents pigeon carry a valentine, which is fastened to a string about his neck. Use *Little Dove You Are Welcome, in Songs and Games For Little Ones*, by Gertrude Walker and Harriet Jenks.

6. *Gift:*

With the blocks make little boxes in which valentines may be posted.

7. *Hand Work:*

Make valentines, using flowers, hearts, doves, cupids, Dennison seals, lace paper, etc.

I. TOPICS—Continued.

H. WASHINGTON'S BIRTHDAY.

1. *Talk:*

Show a picture of George Washington and get the children to tell whom it represents and what they know about the man who is called the Father of His Country. Impress three things upon the minds of your pupils, namely, that, when George Washington was a boy, he always minded his mother, he was never afraid of anything and he always told the truth. Illustrate these points with anecdotes of the boyhood and youth of our first President.

2. *Story:*

Little George Washington and Great George Washington (*The Story Hour*), Kate Douglas Wiggin and Nora A. Smith.

3. *Poem:*

*American Hymn** (second verse only), M. Keller.

4. *Song:*

Flag Song (*A First Book in Vocal Music*), Eleanor Smith.

5. *Games:*

- (a) Soldier Boy (*Children's Singing Games*), Mari R. Hofer. After the leader has chosen his quota of soldiers, in playing the above game, let the teacher ask the regiment the following question: "What is your country?" To which the soldiers may reply:

"Our country is America. Our flag red, white and blue,
And to the land of Washington we ever will be true.

Then wave the flag, the bonny flag, and give three loud hurrahs

For our beloved America and for the stripes and stars."

All the children in the ring may join in the three cheers. Then let the soldiers march away to duty, to the accompaniment of some martial music, while those forming the ring make a camping ground. As the regiment returns each soldier stacks his flag, goes to his tent and camps down for the night, while the pianist plays softly *Tenting On The Old Camp Ground*.^{*} At last morning dawns and the soldiers are awakened by the Reveille. Each one seizes his flag and marches away to the tune of *John Brown's Body*, or *Tramp, Tramp, Tramp, the Boys Go Marching*. Finally, let each soldier march to his former place in the ring and hold his flag in front of him with the lower end of the staff resting on the floor.

- (b) The Arch (*Songs, Games and Rhymes*), Eudora L. Hailmann.

* To be found in "A Third Book in Vocal Music," by Eleanor Smith.

I. TOPICS—Continued.

H. WASHINGTON'S BIRTHDAY—Continued.

6. *Gift:*

Group work on the floor with big blocks. Let the children build a triumphal arch, which they can really march through. Decorate the arch with tiny flags. Let each child make a triumphal arch with small blocks on the table.

7. *Hand Work:*

- (a) Fold soldier's tent, or make tent by pasting a flag-decorated paper napkin about a pasteboard foundation formed like a tent. Fasten tiny flag to summit of tent.
- (b) Fold soldier cap from oblong of coated blue cutting paper. Turn up lower edges so that a white band shows all around the brim of the cap. Cut feathers from red paper and fasten to side of cap.
- (c) Make red, white and blue badge from one-half inch intertwining strips. Fasten together by means of gilt star.
- (d) Paint flag.

I. EASTER.

1. *Talk:*

Tell the children very simply of the true significance of Easter time. Speak in a general way of the awakening of plant and animal life in the spring. Show cocoons and chrysalides and specimens of living moths and butterflies, if possible. Examine lily and hyacinth bulbs and plants of the same in bloom. Touch on the significance of the Easter egg, and tell the German legend of the Easter rabbit.

2. *Story:*

- (a) The Snowdrop (*Fairy Tales*), Hans Christian Andersen.
- (b) The Life of a Silkworm (*In the Child's World*), Emilie Poulsson.

3. *Poem:*

The Voice of Spring, Mary Howitt.

4. *Song:*

At Easter Time (*Songs and Games For Little Ones*), Gertrude Walker and Harriet Jenks.

5. *Games:*

- (a) Caterpillar Song (*Kindergarten Review*, March, 1902), Frances E. Jacobs.
- (b) Snowdrops and Violets (*Song Echoes from Child Land*), Harriet Jenks and Mabel Rust.
- (c) Birds in Autumn, second verse only (*Holiday Songs and Every Day Songs and Games*), Emilie Poulsson.
- (d) Hopping rabbit.
- (e) Roll Easter eggs if a suitable place is available; if not play hiding games with eggs.

I. TOPICS—Continued.

I. EASTER—Continued.

6. *Gift:*

- (a) Let First Gift balls represent Easter eggs and play color games with them.
- (b) Make window box, with Fourth Gift, for holding Easter lilies.
- (c) Lay out garden beds, with rings, for holding early flowers.

7. *Hand Work:*

- (a) Color Easter eggs.
- (b) Make egg-shell boats, cups and saucers, vases, etc. Use paper strips, glue, sealing wax and paint.
- (c) Paint or draw Easter lily or rabbit.
- (d) Model Easter eggs in clay.

J. FROEBEL'S BIRTHDAY.

1. *Talk:*

Tell the children what is known of the childhood of Friedrich Froebel. Dwell especially upon his lack of playmates and of toys. Explain how, because of his lonely infancy, when Froebel became a man, he wished to do something to make little children happy and so he planned the kindergarten for us all.

2. *Story:*

Froebel's Birthday (*The Story Hour*), Kate D. Wiggin and Nora A. Smith.

3. *Poem:*

*Song for Froebel's Birthday.** Emilie Poulsson.

4. *Song:*

On Froebel's Birthday (*Holiday Songs and Every Day Songs*), Emilie Poulsson.

5. *Games:*

Select some of the simple Mother Plays and, while presenting them, give the children to understand that they are playing some of the very games which Friedrich Froebel himself actually made for the kindergarten.

6. *Gift:*

Let the children have free choice of material and free play.

7. *Hand Work:*

Mount or frame small pictures of Friedrich Froebel which the children may carry home.

* To be found in "In the Child's World," by Emilie Poulsson.

I. TOPICS—Continued.

K. MAY DAY.

1. *Talk:*

If it is possible take the children to the woods for flowers, or go to the park or country, or even to the school yard and have a frolic in the open. If this cannot be, tell some of the May Day traditions, let the children choose a queen and help them to pass this joyous festival happily indoors.

2. *Story:*

The Sleeping Princess (*A Kindergarten Story Book*), Jane L. Hoxie.

3. *Poem:*

The May Queen. Alfred Tennyson.

4. *Song:*

May Song (*May Day Revels*), John E. West.

5. *Games:*

May pole dance, using "Old English Maying Song," from the *Wilkinson Collection*.

6. *Gift:*

With blocks build the castle of the Sleeping Beauty or a throne for the May Queen.

7. *Hand Work:*

- (a) Make red, white and blue May caps from cambric or tissue paper.
- (b) Make miniature May pole from dowel sticks and cheesecloth or paper strips. Clothes-pin dolls may act as dancers to twine this pole.
- (c) Make wreathes and badges from colored tissue paper for use at May party.
- (d) Let the children fold May baskets and, filling them with flowers that they have gathered, let them, according to old May-Day custom, hang these baskets upon the doors of playmates or friends.

L. DECORATION DAY.

1. *Talk:*

Tell the children what Memorial Day means and tell them that flowers and flags are placed upon the soldiers' graves in token of our respect and gratitude for the brave and heroic service which these soldiers rendered to our country.

2. *Story:*

- (a) *The Stupid Little Apple Tree*.* John Kendrick Bangs.
- (b) A Story of Decoration Day for the Little Children of To-day (*In Story Land*), Elizabeth Harrison.

* To be found in "The Outlook" for 1893.

I. TOPICS—Continued.

L. DECORATION DAY—Continued.

3. *Poem:*

Soldier Rest! Thy Warfare O'er, from *Lady of the Lake*,
Sir Walter Scott.

4. *Song:*

Soldiers True (*Holiday Songs and Every Day Songs and Games*), Emilie Poulsson.

5. *Games:*

Soldier Boy (*Children's Singing Games*), Mari R. Hofer.

6. *Gift:*

Make memorial building or monument with blocks.

7. *Hand Work:*

Make flag.

M. FOURTH OF JULY.

1. *Talk:*

Tell briefly and simply what Independence Day means and how the American people obtained their freedom.

2. *Story:*

(a) Jimmieboy's Fireworks (old file of *The Outlook*), John Kendrick Bangs.

(b) The Boston Tea Party (*Grandfather's Stories*), James Johnnot.

(c) Rebecca, the Drummer (*Grandfather's Stories*), James Johnnot.

3. *Poem:*

Independence Day,* Emilie Poulsson.

4. *Song:*

Fourth of July (*Holiday Songs and Every Day Songs and Games*), Emilie Poulsson.

5. *Games:*

(a) The Band. Let the children use different musical instruments like drums, cymbals, triangles, musical dumbbells, tambourines, etc., and try to keep time to martial music, played by kindergartner on piano.

(b) Marching Soldiers. While standing in the ring let the children simulate noise of regiment passing, by clapping hands and stamping feet in time to martial music played on piano.

6. *Gift:*

With blocks make a fort or erect a band stand or a platform from which fireworks are to be displayed.

* To be found in "Holiday Songs and Every Day Songs and Games."

I. TOPICS—Continued.

M. FOURTH OF JULY—Continued.

7. *Hand Work:*

Make fire crackers. Use red-coated cutting paper, white paper and white string. Write a patriotic sentiment on the white paper; roll it and fasten one end of a short string to the roll. Make a hollow cylinder of the red paper and slip the white roll inside this cylinder, taking care to let a short end of the string hang out, by means of which the white roll may be extracted.



A SUNDAY SCHOOL PROGRAM.

Brief outline of a year's work for children between the ages of six and ten.

I. HOME RELATIONS.

- A. To parents (teaching reverence for that which is above the child).
 - 1. Stories and talks to inculcate obedience, gratitude, helpfulness, diligence and trustworthiness.
- B. To brothers, sisters and playmates (teaching reverence for the personality of equals).
 - 1. Stories and talks bringing out generosity, unselfishness, justice, brotherly and sisterly love.
- C. To servants and dependents.
 - 1. Stories and talks teaching the respect due to those who serve us faithfully, and those teaching self-reliance on the part of the child.
- D. To pets and animals that serve us (teaching reverence for that which is beneath the child).
 - 1. Talks bearing on the proper care and treatment of animals.

II. RELATIONS TO OUTSIDE WORLD.

- A. Society (taken along the line of the yearly festivals).
 - 1. Thanksgiving.
 - (a) Talks on the beauty of charity as a means of showing gratitude.
 - 2. Christmas.
 - (a) Stories and talks showing love, good will, generosity, unselfishness and kindness toward all.
 - 3. Birthdays of great men (teaching reverence for that which is above the child).
 - (a) Stories and talks presenting the ideal character, or presenting ideals of courage, bravery, justice, truthfulness, humility, reverence and patience. Stories of gods, heroes, giants, knights, etc.
 - 4. Easter.
 - (a) Stories of transformation and of newness of life.
 - 5. Decoration Day.
 - (a) Talks and stories presenting ideas of patriotism, devotion to duty, sacrifices of the individual for the universal, strength in unity, etc.
- B. Industry.
 - 1. Trades and occupations.
 - (a) Talks on those who serve us industrially,—the carpenter, mason, tailor, spinner, weaver, shoemaker, blacksmith, baker, farmer and all who contribute to our welfare. Talks teaching respect for labor and for the ideal laborer.

II. RELATIONS TO OUTSIDE WORLD—Continued.

C. Nature (teaching reverence for that which is beneath the child).

1. The seasons.

(a) Talks on the different aspects of nature at different times of the year. Stories typifying purity, growth, strength, vigor, freshness, etc.

NOTES

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NOTES

STEIGER'S KINDERGARTEN CATALOG,

the most comprehensive list of kindergarten material and books, will be mailed *gratis* upon request. As a guide to prospective purchasers we herewith give an index of most of the material referred to in Miss Hoxie's Book of Programs, with the pages of our catalog, on which such material is listed, given.

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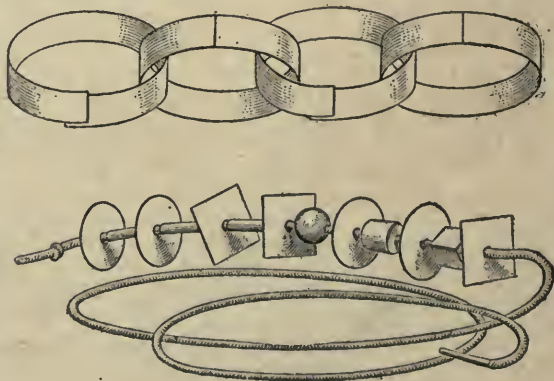
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Stringing the wooden beads in a systematic manner with due regard for the variety in form and color, the assortment comprising red, orange, yellow, green, blue and violet spheres, cylinders and cubes, affords not only any amount of entertainment, but, as the materials described above tend to develop the power of observation in the little ones by teaching them to discriminate between the several colors as well as the properties of the various forms, Fröbel's principles of learning by doing and learning while playing are practiced in these occupations.

CARD SEWING.

This attractive box of easy sewing cards with blunt-pointed needles and worsted, as well as a perforating pad and needle affords instructive amusement to boys as well as girls. The perforated cards without printed designs give the little ones opportunity to develop their inventive faculty by devising an endless variety of designs. Price, net **\$0.50** (including postage. **No discount**).

CRAYON WORK AND PAINTING.

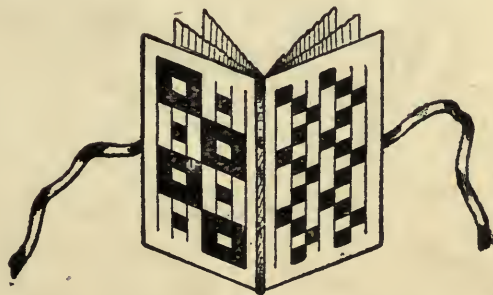
Fröbellian drawing and its sequel occupation, painting, develop neatness and precision. They also teach the elements of arithmetic, besides giving the child opportunity to exercise his desire to express the impression which objects and scenes have made on his mind. In attractiveness to the child this occupation is second to none.

This box contains designs showing a short course in Fröbellian drawing, a copious supply of drawing paper ruled on both sides in quarter-inch squares, two quires of superior drawing and water-color paper, half a dozen long colored crayons and water-color paints with brushes. Price, net **\$0.50** (including postage. **No discount**).

MAT WEAVING.

This occupation, popular among little boys as well as girls, while entertaining, affords instruction in the elements of arithmetic. It promotes accuracy, neatness and generosity, some of the articles capable of being made from mats, such as napkin-rings, needle-books, sachet-bags, cornucopias etc., making acceptable little presents or relatives and friends. It stimulates the inventive faculties and develops the sense of color harmony in the child.

This package, while exceedingly reasonable in price, contains a cardboard mat with wooden strips already inserted to teach the child how the weaving is done, a patented



steel weaving-needle of simple pattern, some twenty weaving-mats with the requisite fringes and a few fancy silver and gold mats, as well as illustrated instructions explaining the use of the needle and material. Price, **\$0.25** (including postage. **No discount**).

FANCY MATS FOR WEAVING.

A box containing 8 round and oval fancy weaving-mats and fringes of various sizes and colors, 6 colored designs and 1 Ball's steel weaving-needle. Price **\$0.75** (Postage 15c.)

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